

# Modern scientific research and their practical application

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

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**CID: J21206-395**

**Kirzhinova S.A.**

**TRANSFORMATION OF PROCESS OF TRAINING AT ELEMENTARY  
SCHOOL IN THE CONDITIONS OF APPLICATION OF  
COMMUNICATIVE TECHNOLOGY ELEMENTS**

*Average comprehensive school №1, Koshehabl*

*Prominent aspect of training of schoolboys in elementary grades is process of formation of competent speech. In given article elements of communicative technology as way of increase of efficiency of educational process at elementary school are considered.*

*Keywords: communicative technology; speech; Elementary school; XXI-st century Elementary school.*

In a modern Russian society the teacher urged to play a leading role in formation of innovative potential of the state. The teacher owning modern pedagogical and information technology, involved in system of continuous pedagogical education and constant self-improvement can solve this major state problem only.

In the majority of schools in this or that kind innovative activity is carried out: programs of development of schools are realized, experimental work is conducted, new educational programs and technologies accustom. Pedagogical collectives open abilities of each pupil, bring up the person ready to life in the hi-tech, competitive world. As the President of the Russian Federation D.A.Medvedev in the Message to Federal Meeting of the Russian Federation said, that in it the main task of modern school and the teacher consists.

Speech of the person is an indicator of its intelligence and culture. The speech expresses thought, the more considerably the person as the person and the more valuably it for a society more precisely, more figuratively. Modern life puts the new purposes before the pupil: free mastery of a language, ability to communicate with various people in various situations, having thus a feeling of comfort, self-trust. Therefore the communicative technology of training is presently innovative.

Ladyzhenskaja T.A. in introduction to the book «Speech. Speech. Speech» fairly specifies that «culture – the cultural person – culture of speech behaviour» inseparably linked and «culture of speech behaviour – display of the general culture of the person».

The program of developing training «XXI-st century Elementary school» on Russian in elementary grades provides obligatory acquaintance of pupils with the basic forms of speech etiquette as one of important elements of the general and speech culture.

Standards of the second generation are focused on that the child has learned to study, has opened in itself energy of knowledge, constant aspiration to reception of new knowledge, and the success in this process would charge its new energy which is capable to improve its initial intellectual indicators considerably.

Time isn't necessary on a place, and on change to verbose conversations nonconventional modes of study have come: the integrated lessons, laughter lessons, supervision lessons, statement of problem questions etc. Such lessons are pleasant to children, cause in them interest to knowledge, give to them a lot of new, useful, in them the big emotional charge contains.

Training and education processes not in itself directly develop the person, and only when they have the activity forms. That the child developed, it is necessary to organize its activity. At passive perception of a teaching material of development doesn't occur. (For example, how many the child thumbed through the book while he won't remember a letter, won't learn to put from them a word – any skill of reading at it won't be generated). Own action of the child can become a formation basis in the future of its ability. Means, the educational problem consists in the organization of the conditions provoking children's action. Differently, it is necessary for teachers to create special educational situations which help to form individual means and the ways of actions allowing it to be "competent" of various conditions at each pupil for children.

For example: *Oral presentation.*

Pupils represent:

- the oral critical analysis of the text;
- the report on the spent research on a theme «What fairy tales we love?»;
- messages on a meeting with the veteran of the Great Patriotic War;
- press conferences on a theme or the event causing the general interest (short performance of the expert and answers to questions).

That provokes to action of the younger schoolboy, leaves indifferent and passive the teenager, and the educational situation in literary reading qualitatively differs from an educational situation in the mathematician. Therefore educational situations are projected taking into account age features of the child, specificity of a subject and a measure of actions of pupils (performing, not demanding active assistance of the teacher, or rough which can be carried out only at active participation of the teacher).

Teachers of initial classes work over creation of bank of such educational situations. And it is one of the major problems of technology of achievement of planned results.

The complete set of textbooks "Elementary school of the XXI-st century" realises the right of the child to the individuality in educational process. It has a lot of the tasks developing abilities of work with the book and with the additional literature, library lessons are provided.

It is necessary not only train children in the technics of reading, but also to bring up the keen reader. After all to learn to put from letters of a word and to seize reading technics doesn't mean yet to become the reader.

In the course of reading it is necessary to develop abilities of children, their intelligence, esthetic requirements and emotional responsiveness. The main thing – to organize process so that reading promoted development of the person, and the developing person felt requirement for reading as a source of the further development.

Library lessons give ample opportunities for inculcation trained interest to the book and formations ability to read with pleasure. Carrying out forms are various. It both discussion of books, and reader's conferences, both oral magazines, and competitions, and literary holidays, and as the organization of employment with

staging elements. Thus it is not necessary to forget and about educational situations.

For example: we interview the book hero. Working in steam, pupils get acquainted with new product then interview each other. During interview one of children acts in a role of the book hero.

Daily work in this direction yields positive results. Graduates of elementary school are able to work independently with a source of knowledge, conduct experimental practical work; understand and accept educational tasks, check the work and work of the workmate; are able to compare, analyze, generalize, classify and systematize a material; actively participate in debates, competently carry on dialogue; and the main thing – at them special style of dialogue in which the spirit of cooperation and empathy prevails.

The success in mastering by training language is the major condition of the general success of formation of schoolboys, that is possession of oral and written speech acts not only as special educational ability, but also as the necessary for studying of any subject of elementary school.

**Notes:**

1. Federal state educational standards of the initial general education / the Ministry of Education and Science of the Russian Federation. – M: Education, 2010.
2. Speech. Speech. Speech: the Book for the teacher / under the editorship of T.A.Ladyzhenskoj. – M: pedagogics, 1990 – 336 with.
3. Suhomlinsky Century A, Heart I give to children. – Kiev: Radyanska school, 1974-288s

**CID: J21206-686**

**Yatsyn A.S.**

**INTERACTIVE SYSTEM IN THE EDUCATIONAL PROCESS**

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*The article deals with variety of interactive equipment, and their applicability in*

*the educational process. Analyzes their advantages and disadvantages.*

*Keywords: interactive, educational process, interactive equipment.*

In recent decades, the educational process are being actively introduced advanced developments in information and communication technologies. Interactive systems are in almost every institution. However, the use of technically sophisticated devices in the learning process, on the one hand, it is not always justified, but on the other – has at its core methodological grounds. Often there is enthusiasm for the new teaching tools, and there are not the best changes in the structure and content, as well as the effectiveness of the educational process.

Consider a more interactive systems and their capabilities in the learning process. Under the interactivity shall mean the ability of an active and diverse to respond to user actions, and the transfer of information to consider in this case online.

Interactive mode, in our opinion – is the way of direct bilateral cooperation, during which the exchange of information, commands or instructions between the user and the computer system.

In the modern world in various fields of human interactive equipment helps to get and receive information on a fundamentally different level. The process of assimilation of information with the use of interactive systems is a man more quickly. So the same applies to interactive systems?

Go to interactive tools include a wide variety of computing devices:

- Interactive Whiteboards
- Interactive Systems
- Interactive framework for plasma and LCD-display
- Interactive tabletop displays
- Interactive Table
- Business Kits
- Hubs
- Electronic copy blocks
- Sensory systems of the type "antenna on the surface"
- Interactive Floor

- Interactive Wall
- Interactive touch foil
- The interactive wireless tablet
- Interactive Touch showcase
- Interactive promoter
- Interactive kiosks and Stella
- Interactive foggy screen
- Interactive dancefloor

Consider the key features of some of them in detail.

The most popular of interactive equipment have interactive whiteboards that combine the function of the screen to display information and a regular board. With this board you can show video, slides and at the same time to draw, make notes, draw diagrams. All information can be stored as computer files.

Interactive whiteboard in conjunction with the projector is an interactive system. Their use in the learning process can significantly increase the activity of the subjects of education in class, the level of immersion in the learning process and the quality of learning.

Interactive screens for LCD and plasma panels combine all the convenience of touch control and excellent image quality. Interactive screens have a lightweight design, providing high resolution images and allow you to quickly interact with the lesson materials via high-speed and accurate system of user control. Finger person works as a mouse, and the tool "pencil" works like an ordinary pencil. These interactive tips allow you to switch between modes of ink eraser, and touch without pressing buttons or replacement of tools on the shelf pencil. Of course, these screens are often much more convenient to use, in addition, they are much more mobile and cheaper and more durable interactive systems.

One embodiment of the interactive features of the system board is an interactive tabletop display – easy to use and elegant hardware solution for presentations. Interactive displays on the surface of the desktop computer. Control of the application and enter notes by touching the screen, a special pen. The image of place on the

desktop process is transmitted to the projector and displayed on the presentation screen, allowing even the largest audience to easily monitor all actions of the speaker. Such a tool would be useful for discussions, public speaking, protection of term papers, essays, etc.

Interactive table – another excellent tool for exhibitions and presentations: all photos, charts or diagrams displayed directly on the table. An interactive table is easy to use, to save space all the equipment hidden inside the table. Number of users of interactive table is not limited. Such a device will be almost indispensable in discussions and joint preparation of common materials in the process of group work.

Business suites – another interesting solution in the field of interactive equipment. This combination of wide-screen interactive whiteboard with a special attachment to the wall, ultra-short focus 3D-projection, auxiliary speakers, providing a uniform and clear sound throughout the audience and the extended control panel. One of the significant advantages of these kits is the almost complete lack of shadows from the speaker.

Interactive wall, floor, ceiling – an amazing tool allows you to convert the interior of the cabinet in the screens that respond to touch people. Multi-wall in the interior is easy to create futuristic reality, the Garden of Eden or the underwater world. These interactive wall can dive into the course material, consider the process from all sides, to see the fine details of what is happening phenomenon. The establishment of such multi-wall, as the source image is used several interactive modules connected together to create a single projection screen fabric the desired size. The system can be mounted in such a way as to make minimal changes in the appearance of the point where it is located.

All of this equipment allows interactive immerse the student into a new exciting interactive world of the educational process.

**CID: J21206-304**

**Kazanskaya A.Y., Kompaniets V.S.**

**SOCIO-ECONOMICAL MUNICIPALITIES' STATUS ESTIMATION:  
INTERACTIVE PRACTICAL WORK**

*Taganrog Institute of Technology (TIT SFedU)*

*The report gives guidance for the practical exercises using the computer IS "InfORMO", a detailed description of the algorithm and an example implementation of the author's methodology for assessing the socio-economic status of municipalities.*

*Keywords: socio-economical municipality development management, interactive learning technologies.*

The process of complex socio-economical municipality development managing must not only synthesize the main provisions of the general methodology of economic systems management, but also be adapted to the specifics of a particular municipality, that is, it must contain an analysis of the current socio-economical status, monitoring and rapid assessment of its key indicators, definition of development goals and objectives. In the present conditions the problem of information management process services is acquired particular importance and urgency, to ensure successful implementation of analytical procedures and achieve the required quality control process. At the same time a problem of a correct socio-economical municipalities' status estimation goes primarily to the fore. This problem solving is a key challenge in identifying the current socio-economical situation contradictions, priorities determination while complex developing planning.

During the analysis of the municipality as a complex socio-economical system a set of the most common areas that are required to describe and evaluate a complex municipal socio-economical status was formed (Table 2) [1,3,9].

In accordance with the list of directions comparative analysis of existing indicator systems at different evaluation techniques for municipal complex socio-economical status was carried out [3]. One of the variant of a good relationship between various aspects coverage and estimation scope is a system of indicators of

the Russian Federal State Statistics Service for big cities with a population 100 thousand people and more [13,15,16]. Using 58 Rosstat indicators can be assessed 12 of 18 aspects of socio-economical status of 167 municipalities, urban settlements with a population more 100 then thousand people. However, this constraint can not be considered as disadvantage, since the parameter systems, accordingly, the socio-economical status integrated estimation methods should be specific to different types of municipalities. Moreover, as pointed out A.G. Granberg [6], while the allocation of the total municipalities' types it should be taken into account the size of municipality, first and foremost in terms of population. This indicator allows you to select a group of small towns (up to 50 thousand people), medium (50-100 thousand), large (100-500 thousand), large (from 500 thousand to 1 million) and the largest (more than 1 million people) of the city. Therefore, the sample should be further reduced. From 167 cities with population over 100 thousand people in the sample is left only a group of 137 large cities (large and major cities, virtually all centers of subjects and federal districts of Russia were excluded).

To ensure the greater homogeneity of the municipalities' initial sample it was introduced two constraints related to the basic characteristics of a municipalities' group: population and regions accessory with similar geographic, natural and raw materials, climatic, political, social and other conditions. In particular, municipalities belonging to the group of large cities with a population of 100-500 thousand people were selected for the study, and the regions typology developed by the Independent Institute of Social Policy in the project "Social atlas of Russian regions" [4,7] was used (Fig. 1).

The reason for regions typology choice was the complexity of the used indicators system and composite indices, calculated according to statistics prior to 2003, inclusive. With a glance at restrictions 137 municipalities of big cities were included in the study sample, divided into five groups corresponding to different types of socio-economical areas in the project "Social atlas of Russian regions"



**Fig. 1 - Russian regions typology, constructed under the project "Social Atlas of Russian Regions"** (The figure shows the illustration posted on the official website of the project

"Social Atlas of Russian regions» ([www.socpol.ru](http://www.socpol.ru))

As a result of clustering [1, 3, 9, 10] within each region type were identified four basic types of cities (Table 1).

In accordance with the general level of socio-economical development of one type cities relatively to other cities in the names of basic types were given the region: Type 1 - City leaders, Type 2 - middle "strong", Type 3 - middle "weak", type 4 - the city- outsiders. The total amount of cities types identified in the study was 20 (see Table 1).

To identify the obtained cities' types it was invited to enter their designation as a code consisting of two parts separated by hyphens. The first part of the city stands belonging to one of five region types 1 (2), 3, 4, 5 or 6 (7), the second part - belonging to one of four basic types of cities. Table 2 for characteristics of the obtained cities' types shows the average "typical" values of the partial indicators.

Table 1

## Types of large Russian cities in terms of socio-economical development

Region Type <sup>1</sup>	City Type <sup>2</sup>	Cities list
1(2)	1	Nizhnevartovsk, Surgut
	2	Almetyevsk, Belgorod, Vologda, Dzerzhinsk, Nefteyugansk, Nizhnekamsk, Nizhny Tagil, Sary Oskol, Sterlitamak, Cherepovets
	3	Arzamas, Balashikha, Berezniki, Elec, Zeleznodorojny, Zhukovsky, Kamensk-Ural, Kolomna, Korolev, Mytishchi, Neftekamsk, Novokuibyshevsk, Noginsk, Odintsovo, Ocyabr'skiy, Podolsk, Rybinsk, Salavat, Sergiev Posad, Syzran, Khimki, Tchaikovsky, Elektrostal
	4	Asbest, Zelenodolsk, Lyubertsy, Orekhovo-Zuevo, Pervouralsk, Serov, Serpukhov, Solikamsk Schelkovo
3	1	Tomsk
	2	Petrozavodsk, Syktyvkar, Yakutsk
	3	Komsomolsk-on-Amur, Norilsk, Ukhta
	4	Achinsk, Belovo, Vorkuta, Kansk, Kiselevsk, Leninsk-Kuznetsk, Mezhdurechensk, Prokopyevsk
4	1	Bryansk, Kaliningrad, Kirov, Kursk, Magnitogorsk, Murmansk, Sochi, Stavropol, Tver
	2	Veliky Novgorod, Vladikavkaz, Vladimir, Kaluga, Nalchik, Orel, Smolensk, Tambov
	3	Volgskiy, Kostroma, Novorossiysk, Orsk, Pskov, Taganrog
	4	Armavir, Balakovo, Bataysk, Velikie Luki, Volgodonsk, Glazov, Dimitrovgrad, Zlatoust, Kamyshin, Kislovodsk, Kovrov, Kopeysk, Miass, Murom, Nevinnomysk, Novomoskovsk, Novotroitsk, Novocherkassk, Novoshakhtinsk, Obninsk, Pyatigorsk, Sarapul, Shakhty, Engels
5	1	Arkhangelsk, Ulan-Ude
	2	Abakan, Blagoveshchensk, Magadan, Petropavlovsk-Kamchatsky, Yuzhno-Sakhalinsk
	3	Angarsk, Biisk, Bratsk, Severodvinsk
	4	Artem, Nakhodka, Rubtsovsk Ussuriisk, Ust-Ilim

6(7)	1	Ivanovo, Cheboksary
	2	Kurgan, Saransk, Chita
	3	Yoshkar-Ola, Maikop
	4	Derbent, Kyzyl, Cheboksary, Khasavyurt, Cherkessk, Elista

1- Typology of regions in the project "Social Atlas" [4, 7].

2 - Basic types of cities: 1 - City leaders, 2 - medium "strong", 3 - average "weak", 4 - City-outsiders.

The columns (see Table 2) show the partial indicators average values of cities socio-economical status of corresponding types. The higher the value of an indicator, the higher position at the average these type cities occupy in the appropriate direction of socio-economical development. Consequently, the socio-economical condition of these type cities is better the more indicators have high values. These values ( $\geq 50$ ) in the table are in bold. Performed highlighting let clearly see the differences between basic types of cities, and between types, taking account of regional variations.

**Table 2**

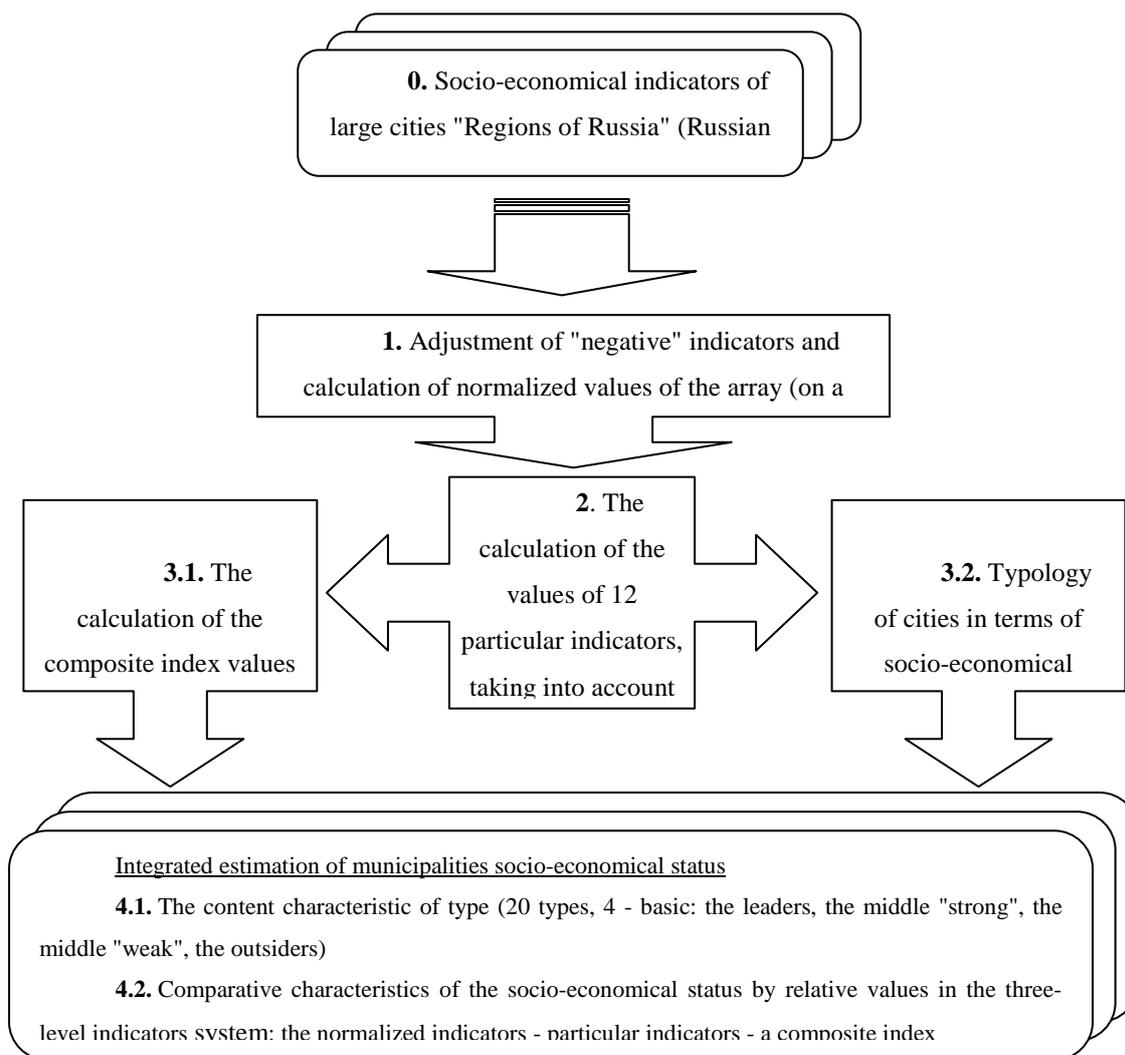
**The average "typical" values of the partial indicators for cities socio-economical status of corresponding types**

City type Indicator	1(2)-1	1(2)-2	1(2)-3	1(2)-4	3-1	3-2	3-3	3-4	4-1	4-2
Demographic setting	<b>66,64</b>	41,81	20,97	16,84	<b>61,36</b>	46,63	40,85	19,98	43,45	36,49
Employment	<b>70,95</b>	<b>61,09</b>	<b>54,47</b>	<b>52,90</b>	<b>60,73</b>	<b>63,35</b>	40,99	40,61	<b>63,33</b>	<b>57,44</b>
Standart of life	<b>63,71</b>	34,26	28,84	27,02	37,20	40,08	<b>55,33</b>	29,65	37,21	31,86
Education	46,19	46,38	17,58	13,08	<b>75,83</b>	47,99	34,90	17,65	<b>69,75</b>	48,84
Health	29,12	34,37	22,59	22,40	<b>76,32</b>	<b>58,89</b>	32,12	24,80	<b>55,27</b>	<b>58,00</b>
Law-abiding	24,21	<b>61,24</b>	<b>74,19</b>	<b>51,05</b>	47,37	39,83	<b>51,06</b>	<b>52,72</b>	<b>64,31</b>	<b>72,95</b>
Industry	39,49	23,19	11,86	10,54	30,36	19,82	24,40	13,08	30,38	24,31
Construction	49,36	23,82	12,08	6,26	53,15	26,38	12,89	4,70	27,08	22,10
Transportation services	16,67	22,88	10,57	5,04	38,51	12,89	17,61	8,60	39,19	28,39
Communication services	<b>54,75</b>	38,34	17,70	13,76	<b>87,87</b>	36,33	32,28	11,44	<b>67,34</b>	49,83
Trade and	<b>59,44</b>	27,13	17,39	10,98	<b>60,71</b>	<b>55,17</b>	39,28	18,58	<b>50,10</b>	32,62

services										
Investment policy	<b>56,37</b>	20,24	10,91	6,55	47,52	35,82	35,77	8,49	32,20	19,71
<b>City type</b> <b>Indicator</b>	<b>4-3</b>	<b>4-4</b>	<b>5-1</b>	<b>5-2</b>	<b>5-3</b>	<b>5-4</b>	<b>6(7)-1</b>	<b>6(7)-2</b>	<b>6(7)-3</b>	<b>6(7)-4</b>
Demographic setting	31,47	21,86	47,59	37,52	34,55	26,05	47,47	43,24	33,68	47,57
Employment	<b>65,02</b>	<b>51,63</b>	<b>66,39</b>	<b>55,25</b>	43,54	<b>50,02</b>	<b>60,01</b>	<b>57,31</b>	45,76	47,49
Standart of life	28,43	23,13	37,84	41,49	35,65	26,21	31,82	30,14	28,16	12,10
Education	39,15	18,25	<b>63,56</b>	26,12	38,83	16,28	<b>84,66</b>	<b>57,26</b>	28,73	14,23
Health	34,96	25,28	<b>62,82</b>	<b>50,50</b>	31,04	23,52	<b>68,20</b>	<b>57,51</b>	44,87	30,28
Law-abiding	<b>67,23</b>	<b>70,10</b>	<b>56,76</b>	<b>53,21</b>	47,99	39,16	<b>60,47</b>	40,53	<b>73,92</b>	<b>75,54</b>
Industry	19,90	12,83	26,46	19,67	18,83	13,60	23,37	16,44	19,36	12,86
Construction	14,73	5,50	12,81	13,95	6,29	3,15	26,91	16,19	12,65	6,03
Transportation services	20,90	8,75	17,52	10,93	13,73	5,37	36,43	27,56	19,12	6,33
Communication services	39,32	16,91	48,73	28,67	32,27	16,22	<b>72,53</b>	46,13	31,70	10,30
Trade and services	22,68	16,55	42,27	41,10	23,58	18,84	34,60	35,06	23,37	14,34
Investment policy	23,38	9,17	28,87	18,98	11,65	7,13	20,42	34,89	22,09	21,85

So in general high level of 4-6 development lines is characteristic for leading cities, for the middle "strong" cities - 2-3 lines. In such cities, the average "poor" developed areas on the average 1-2, but may be absent (type 5-3, see Table. 2). For cities, characterized by outsiders only one direction, often a state of law and order, but for type-1 (2) -4 is also a state employment sphere.

Figure 2 shows the resulting algorithm, formed on the basis of the typology of integrated estimation methods of municipalities' socio-economical status.



**Fig. 2 - Algorithm technique of a comprehensive estimation of municipalities socio-economical status in case of large cities**

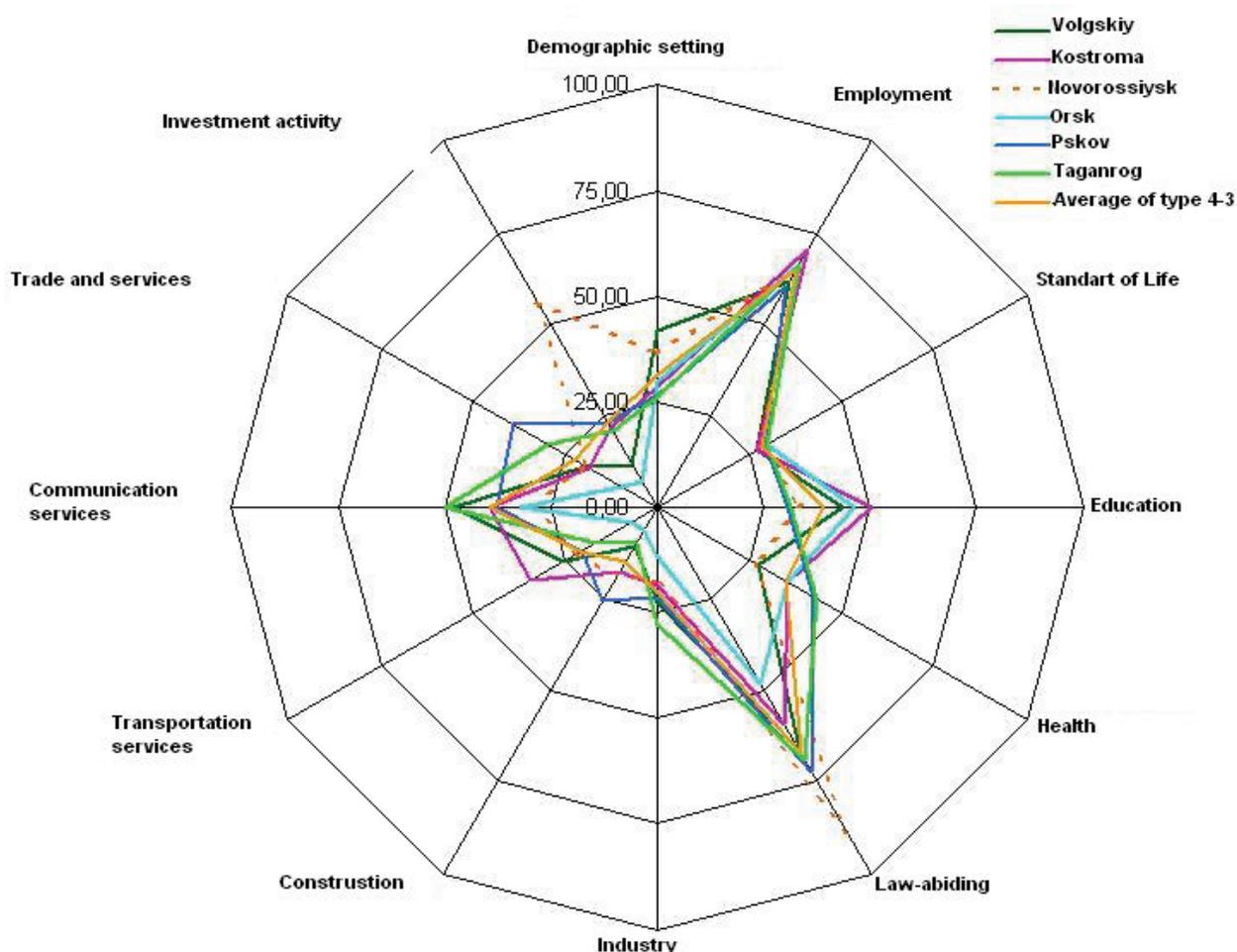
Algorithm (see Fig. 2) reflects the sequence of the major procedures performed in the implementation of the technique: on the basis of the main socio-economical indicators of the big cities, taken from the Statistical Abstract of the Russian Federation Federal State Statistics Service "Regions of Russia" (step 0 - preparatory), make an adjustment "negative" indicators (mortality, unemployment, crime), the calculation of normalized values of the array (step 1) and the values of individual indicators (step 2). From the values of individual indicators calculate a composite index of city socio-economical condition, used to analyze the quality of clustering solutions in the large cities typology construction (steps 3.1 and 3.2). Formation of a comprehensive estimation of municipalities' socio-economical status is provided by

combined using of the city type content characteristics and city comparative characteristics in the three-level indicators system (steps 4.1 and 4.2).

An even higher level of detail, down to the characteristics of socio-economical status of individual cities within the types, allows building graphical radar charts, named as the "profile of the city." Figure 3 shows the profiles of the six cities such as 4-3, including the city of Taganrog.

The developed radar charts can be used for comparing the socio-economical condition of the same type cities and for this state estimation relative to the "typical" values average. For example, the city of Taganrog in its class is a leader in the development of communication (primarily due to the largest number of urban payphones in the type - 968 in 2003), the production sector (high index of industrial production, a large number of enterprises and organizations of all ownership), health (from the extensive system of outpatient clinics - in its capacity (438.9 visits per shift per 10 thousand population) Taganrog is ranked third among all major cities after the Syktyvkar and Murom) [14,15]. But there are problems. The diagram shows that the lowest indicator values (<25) are observed in the construction industry (the amount of work on construction contracts is the lowest among the cities of this type: in 2003, 298.4 million rubles - Taganrog, 2845 million rubles - Novorossiysk, low performance in the commissioning of apartments) in the transport sector (the average for other cities in the number of public transport routes associated with low passenger traffic, in 2003 in Taganrog, 28 routes of all types of transport were transported 45.2 million people, the same in terms of population Kostroma - 36 routes and 4 times more passengers -180.7 million).

Indicators of investment activity are also below average in Taganrog. The absolute leader not only in the type, but among all the large cities in terms of investment in fixed assets in 2003 was the Novorossiysk. On this indicator Taganrog is behind the leader by almost 7 times (1717.5 million rubles - Taganrog, 11989 million rubles - Novorossiysk), with about 20% of investments in Taganrog – from the federal budget (in Novorossiysk, this indicator is very small, only 0.06%).



**Fig. 3 - Particular indicators radar "profile" of the large cities socio-economical condition (type 4-3)**

*Chart "profile of the city" is built based on official statistics, the use of IS "InfORMO 1.0."*

Thus, as a result of the analysis, "Profile of the City" Taganrog we can conclude that in the near future as the priority areas of socio-economical development of Taganrog can be chosen field of construction (for example, share housing, improving the mechanisms mortgage construction), the further development transport infrastructure, improvement of investment policy, and a source of best practices can serve the investment strategy of Novorossiysk.

A similar analysis can be performed for each of the sample. To allow an arbitrary sampling of cities for comparison, to facilitate access to statistical data and build the operational diagrams developed a computer information system (IS)

InfORMO (Information Support of municipalities' development).

An IS InfORMO 1.0 (Certificate of state registration № 2006612814 from 09.08.06) was created to provide a better practical use of integrated estimation methodology of municipalities' socio-economical status.

Figure 4 shows the starting form of the information system.



**Fig. 4 - InfORMO 1.0 starting form of the information system**

IS structural components are database, graphical reports forming module and software module that implements the algorithm of the integrated methodology for estimating the municipalities' socio-economical status (see Fig. 2).

The information system database contains:

- 1) General overview of each city in the sample, all subjects and federal districts of Russia;
- 2) Name, guidance and primary statistical data on 58 indicators of the Russian Federal State Statistics Service for the period 2000-2003 in 137 cities of sampling;
- 3) Names and values of 12 private indicators and composite index of municipalities' socio-economical development;
- 4) Analytical information on each of 20 identified types of large Russian cities.

With the help of information system InfORMO 1.0 the following problems may be solved:

- 1) Input (export) and editing of primary statistical data;
- 2) Automatic calculation of 12 private indicators values and composite index of

socio-economical development;

3) Upgrade, if necessary, an indicator system of cities' socio-economical development by the addition of new indicators and their groups, or, using the developed design-master of indicators, through the formation of arbitrary particular indicators by mathematical processing of existing indicators;

4) Formation of queries and selection of general and statistical information about cities in several ways:

a) Hierarchical - a list of cities is displayed in the submission of relevant subjects and Federal districts;

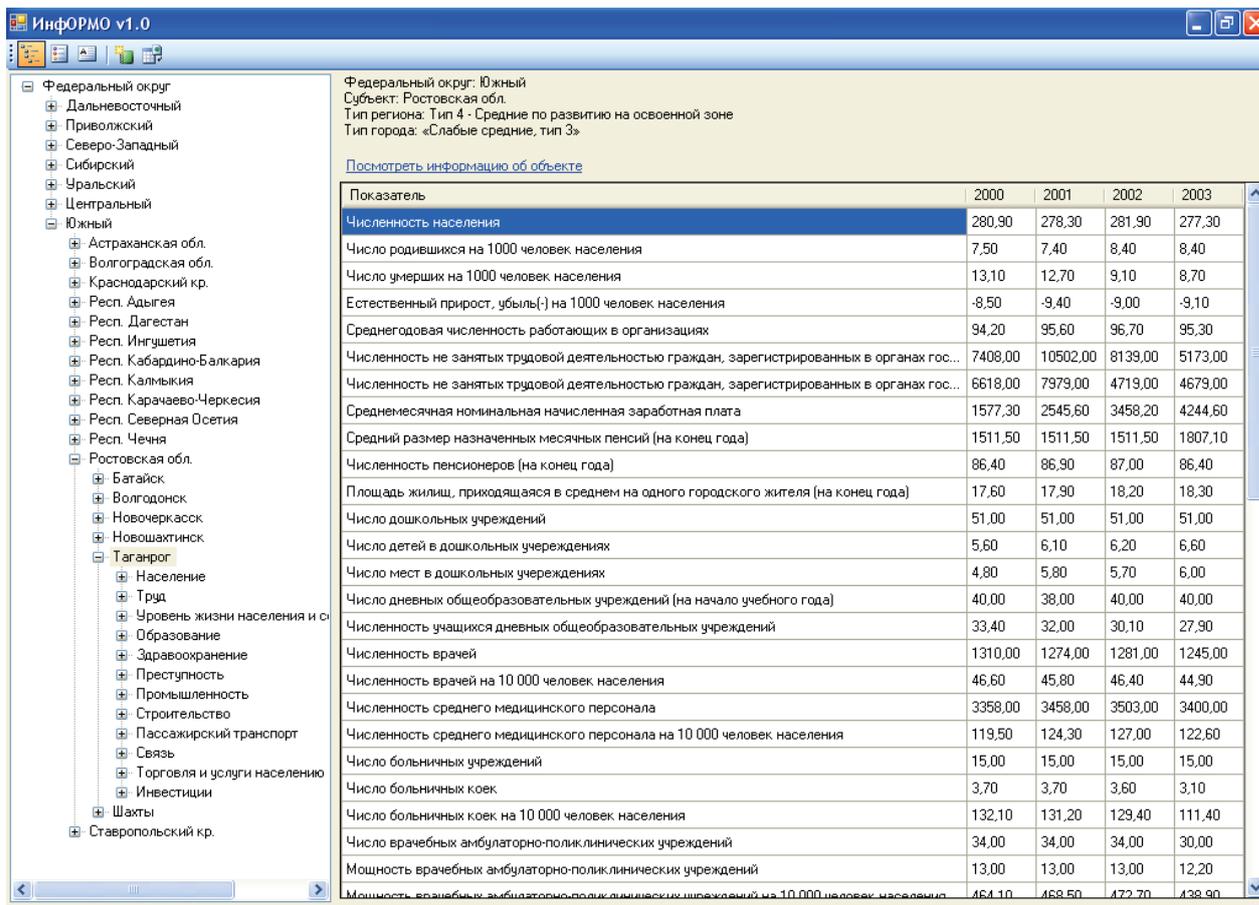
b) Typological - cities are displayed in order of affiliation to relevant types of regions and types of cities;

c) Alphabetic - the entire sample of cities is arranged in alphabetical order of their names

5) Creation and printing or sending to an external file reports with a help of master-report-builder.

Figure 5 shows an example of a screen form with the implementation of a hierarchical method of access to statistical data for the city of Taganrog.

The left pane (see Fig. 5) shows the hierarchical chain of objects: the Federal district - subject - the city - a group of indicators - indicator. When you select in the left side any object in the right side of the screen more detailed information is displayed, for example, geographical location, natural and raw resources, population, industrial potential, the administrative division of the Federal district, subject, etc. The sources of this information are the official websites of the subjects and the site "Regions of Russia» (<http://www.regions.intergrad.ru>). When you choose in the left side the city, the right side displays the table of socio-economical indicators since 2000 (see Fig. 5). The number of rows in the table can be reduced if we choose in the left side only necessary indicators or groups.



**Fig. 5 - InFORMO 1.0: Implementation of the hierarchical access to statistical data on the example of Taganrog**

At the top of the window (see Fig. 5) there are three command buttons that allow you to switch the method of access to statistical data: hierarchical (switched on), typological, or alphabetic. The fourth button allows you to run a master-report-builder, the fifth button is used to import statistics from the table MS Excel.

Master-report-builder can operate in two modes: step-by-step and single-window. In the step-by-step mode, the user fills out a series of forms, each of which specifies one of the query parameters (Figure 6):

- 1) The Federal district selection - from the list with the district names you can select one or several options, an option "all districts" is also available;
- 2) The region type selection - according to the “Social atlas of Russian regions” typology, a list of types’ names is showed, from which you can select several or all types;
- 3) The choice of the subject - the displayed names’ list includes only those

subjects of Russia, which belong to the selected in step 1 federal district, or in step 2 – regions' type. If steps 1 and 2 are not limiting, that is selected "all regions" or "all types", flipping list of subjects includes an alphabetical list of all subjects. From the list you can select several or all subjects;

4) The city type selection - from a list of basic cities' types, you can select one or more options;

5) The city selection - a list of cities as well as in the third step, is formed in the light of these limitations. In addition to real cities the list may contain "Phantom City", presented with average indicators for each of 20 cities' types. Each town has a phantom name corresponding to the type code, for example, "Typical city 4-3". The use of "typical" urban key points helps interpreting the comparisons results of cities socio-economical status - the graphs can clearly show that some areas of the city is developed worse than the average for the type;

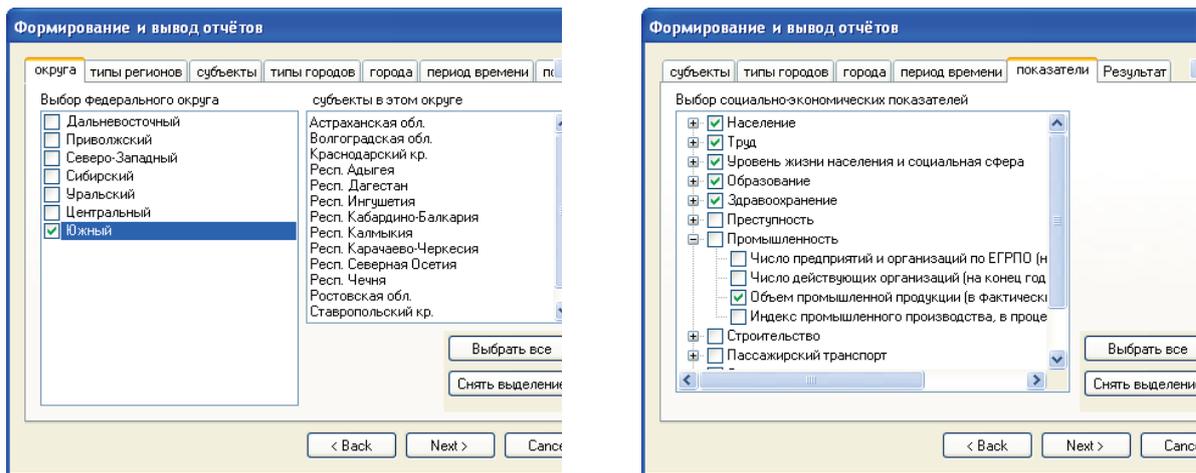
6) The time period choice - you can specify options for 2000, 2001, 2002 and 2003;

7) The selection of socio-economical indicators - the names of parameters are displayed in a hierarchical list from which you can select individual indicators, the whole group or particular indicators are displayed;

8) Choice of ways for data representing - it can be a table or bar chart, if up to four indicators are chosen to compare, table, or radar chart (city profile), when compared 5 to 12 indicators, only the table, if you have selected more than 12 indicators, or data for several years;

9) Looking through and editing of the report - the appearance of a generated report (histogram, radar chart or table) can be adjusted: changes in scale, color, font, line thickness and other parameters;

10) The report publishing way selection - the results can be printed, or transferred to an external file in RTF or XLS, where data handling can be extended by means of MS Office. Any part of the report may also be directly copied to the clipboard.



**Fig. 6 - InfORMO 1.0: Screen samples of the master-report-builder**

Single window mode of master-report-builder allows you to accelerate the process of generating reports for more experienced users, since most of the steps (1 to 8) can be performed on a single screen.

### **The order of practical training execution**

1. Please, get acquainted with the information support methodology of the integrated municipalities socio-economical development process and manual IS InfORMO 1.0.

2. Please check with the teacher the municipality name for the analysis of the socio-economical status.

3. With an alphabetical list of cities from a database of IS InfORMO request a detailed description of the municipality, including a description of the city and region types, radar chart "profile of the city," the 12 key areas of the histogram of socio-economical development. Obtained using IS InfORMO materials should be printed, or exported to a document MS Word.

4. Analyze the collected data to identify and justify the choice of the main directions of the priority development of the socio-economic condition of the municipality (in the diagram of the profile).

5. Develop a set of priority actions within the selected areas of priority development of the municipality socio-economical condition. Taking into account likely limited resource availability briefly describe the implemented activities and

expected results, which consists, for example, in the increasing of the indicators absolute values of municipality socio-economical condition.

6. Enter into the database IS InfORMO the new values of socio-economical condition of the municipality and re-build and print "City profile".

7. Make a description and analyze the dynamics of individual indicators on the obtained charts (before and after implementation of the proposed action). Note whether there was an improvement in the socio-economical condition of the municipality.

8. If necessary, repeat steps 5-7, observing and analyzing the indicators' dynamics.

9. Prepare a resume about the effectiveness and feasibility of the proposed measures of the municipality socio-economical development.

Thus, on the basis of implemented algorithm the use of IS InfORMO allows performing a detailed comparative analysis of socio-economical condition of the municipality, providing a high level of clarity and information content through a system-generated charts, comparison tables. Integrated use of available analytical data of the IS in municipal governing will detect the key points: what areas of municipal life require priority development, how to build the necessary management system, which management techniques to apply, how to respond adequately to the changing external and internal conditions, etc.

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**CID: J21206-510**

**Lemeshko E.Yu.**

**INFORMATION TECHNOLOGY IN TEACHING ENGLISH LANGUAGE  
TO THE STUDENTS OF DEVELOPMENT COURSES**

*National research Tomsk polytechnic university*

*This article discusses the possibility of using information and communication technology (ICT) in learning a foreign language, Moodle system in particular, for electronic maintenance and support of the educational process in the study of the subject 'English language' by students of development courses for employees of a technical university.*

*Keywords: "information technology", "Foreign Language», «e-learning», «Moodle», «training and development."*

The main purpose of the system of higher education is training of specialists and the creation of competitive conditions for the formation and development of their professional skills and personal development. Modern social and economic situation requires the development of soft qualities of engineers, including the ability of self-education, self-esteem and self-regulation. [5] The higher education system as a source of training highly skilled specialists should take into account the new features of employment and to prepare specialist through the lifetime, constantly developing their ability to study a foreign language and develop their language skills to correctly solve professional problems.

To implement all of the above tasks, the National Research Tomsk Polytechnic University is doing a project to train learners on the basis of MOODLE (Modular Object-Oriented Dynamic Learning Environment), which allows to give more independence to the adult learner, focuses on collaborative learning technologies, i.e. allows you to organize training in joint solutions to educational problems and interchange of knowledge. It is specifically designed as a learning environment either hybrid or completely online.

Today the process of learning and technology used in it are of great importance. In terms of modernization and intensification of the training process the attention of many Russian and foreign researchers are drawn to the use of distance education and information technology. Increased autonomy of students, in turn, makes new demands on the organization and implementation of education programs, where leading are active, interactive, information technology training. Therefore, the development of scientific and methodological principles of design, as well as information and computer technology in the education of students as a means of achieving the objectives of the regulations and guidance documents on the development of the education system is an urgent problem in the theory and methodology of vocational education.[1]

One of the new educational technologies that have proven the effectiveness is the e-education or e-Learning. In developed countries, e-learning covers all levels of education and is widely used not only in universities but also in high school and in the corporate organization (postgraduate) training. The Russian market of e-learning is rapidly growing: more and more universities are adopting these technologies in the educational process, even more rapidly, they used a large Russian business in the corporate training organization forming a new industry - the industry of e-learning. [2]

The effectiveness of distance learning technologies in the learning process was indicated by A.A. Andreev, A.A. Akhayan, D. Davydov, V.I. Ovsyannikov; D.Keegan. Methodological aspects of using information technology in vocational education have investigated E.S. Polat, E.I. Dmitrieva and others.

The use of computer technologies in teaching a foreign language activates the cognitive activity of students, providing them with modern training courses material, increases the efficiency of learning and interest in all aspects of the cultural studies of language learning, that is, gives access to necessary information resources, creating a new educational environment.[3]

The development of foreign language competence of National research university employee should be sufficiently high, as more and more opportunities for collaboration with foreign partners, innovation and research activities in a foreign language arise. An employee of the university should be able to come up with a report on his subjects of research in a foreign language, to apply for a grant, to participate in international scientific conferences, to conduct classes in their discipline in English and be prepared to continually improve their foreign language competence.

Development of an effective foreign language learning technology in continuing education and, also in a postgraduate education is one of the most urgent problems of modern methodology. Traditionally, this category of students are not only engineers, programmers, teaching staff, but also specialists in various fields of knowledge who carry out the scientific and research activities. So, one of the objectives of our study is to optimize and enhance the learning process of foreign language students refresher courses through interactive technology, e-learning.

The department of methods of teaching foreign languages, together with the Institute of additional continuing education (IDNO) National Research Tomsk Polytechnic University for the program "Teacher of Higher Education" developed and tested two courses using a learning management system Moodle - Modular Object-Oriented Dynamic Learning Environment - the disciplines "English language" and "German language."

As a basic environment for learning a foreign language with elements of distance learning (Learning Management System-LMS) Moodle was chosen as the working platform, because of two important advantages:

Ü Moodle is a free software;

Ü Moodle has great opportunities adjustment and refinement of the current functionality, as well as adding new modules.

The developed course is designed for two categories of students: graduate students and faculty. Students have access to that electronic course, get acquainted with the author of the course and requirements for successful studies.

In the use of MOODLE for learners there is a number of advantages:

- availability of training at any time;
- no problems acquiring educational materials and tools (it is important for training courses). The listener gets access to a set of training materials required in the modern electronic programs directly from the learning environment;
- a system of knowledge assessment (electronic test) is objective and independent of the teacher;
- increased creative and intellectual potential through self-organization, the ability to interact with fellow classmates by posting his own files, participating in discussion, problem solving, communicating in the forum and chat.

In addition to the benefits for students, there are undeniable benefits to teachers:

- free schedule, because the classroom is minimized or completely absent;
- the ability to automate the system of knowledge assessment;
- the use of modern multimedia technology in educational materials, which is not always possible in the classroom;
- synchronous or asynchronous communication between themselves and students with the teacher.

Synchronous communication can be realized with the help of video conferencing – webinars, asynchronous-by electronic correspondence (e-mail messages, for example). [4] Thus they are the ways of the interaction between the audience and a teacher of the course. Additional features of the Moodle derive its original pedagogical orientation of the active involvement of students in the learning process.[5]

Thus, in this project we developed a curriculum for supplementary educational

program "English language" intended to improve the skills of trainees. It should be noted that the approbation of the course, organized on an electronic platform Moodle was held and proved to be interesting and demanding. We also plan to carry out teacher training, developing materials for e-learning environment Moodle, because teacher, performing work on this platform must possess not only the linguistic and communicative competence, but technical competence as well: in the new learning environment, he becomes a tutor, instructor, facilitator, and he provides and constantly updates the instructional materials to provide flexibility of the learning process.

### Conclusion.

Adaptation and testing of a modular object-oriented system of education in the discipline "English language" as part of training programs for employees of a National research university and analysis of its features suggest that at the present time, the use of such interactive technologies is justified and proves to be very effective. Moreover electronic learning is challenging for both the students and the professors. Students are faced with a chance to be independent, active learners, to develop a sense of community among their classmates and instructor, while professors search for the amount of time to prepare and deliver their materials online, especially if it is the first time they are teaching online.

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**CID: J21206-811**

**Vardashkina E.V.**

**DEVELOPING LEARNING STYLE OF NON-LINGUISTIC STUDENTS  
IN TEACHING A FOREIGN LANGUAGE UNDER INNOVATIVE  
PROGRAMMES**

*National University of Science and Technology*

*“Moscow Institute of Steel and Alloys”*

*This report examines the notion learning style under innovative educational programmes of teaching a foreign language for non-linguistic students.*

*Key words: learning style, innovative programmes, non-linguistic students.*

Nowadays one of the most important problems of professional education is the search and adaptation of innovative teaching technologies that stipulate both qualitative information transfer by teacher and conscious acquisition of all skills by student.

At present much attention is paid to creative teacher-student interaction. To help student develop his/her own learning style in learning a foreign language at Technical University is the primary task of up-to-date innovative educational programmes.

The modern system of higher education includes the search of effective teaching techniques based on the learner-centered approach. In this connection the requirements to the quality of professional training are being changed considerably, such notions as cognition, creative and critical thinking are being emphasized. Higher education is aimed both at professional and personal development that provides the need to take into account student individuality.

Innovative educational programmes being realized nowadays are directed to ensure international competitiveness of non-linguistic graduates so far as mastering a foreign language is considered to be an instrument for professional communication.

The programmes mentioned above are founded on the competence-based approach in teaching a foreign language to develop the communicative competence that is necessary to be used in studying, research work and students' further profession.

The notion "a foreign language communicative competence" is considered to be not only the amount of knowledge and skills but also the ability to solve problems, find the answers to a great number of socio-cultural and professional questions using a foreign language independently.

In the majority of cases innovative programmes are aimed at international standards of effective teaching-learning process. As a rule these standards are based on the Common European Framework of Reference for Languages by taking an international exam as an instrument of final assessment.

Modern educational programmes of teaching a foreign language tend to adaptation of international study materials based on interactive technologies for students of concrete higher schools, arrangement of conditions for self-study work according to students' leaning styles, transparent and effective assessment, and development of the environment for social and professional communication.

The contents of education should be realized by interaction of all participants of teaching-learning process. Moreover it should be aimed at reproduction of socio-cultural experience both in designed and factual educational situations, development of cognitive skills, creativity, emotional and spiritual relations [1].

It is important to note that learning style is individualized at the level of higher school education as the creative personal potential is enriched. Learning style is interpreted as an individual system of skills, methods, techniques and ways to solve definite tasks that is characteristic for a learner [2].

In other words learning style is a way how a person perceives, processes, memorizes and uses new information, acquires skills. The development of learning style is influenced by heredity, previous learning experience and cultural peculiarities under which a personality is developed [3].

It is necessary to stimulate self-development in learning a foreign language to

achieve high educational results. In this connection the learning environment should be organized in such a way when teacher gives knowledge and student learns and acquires it. Learning should be considered to be productive; student should have much experience of creative work [4].

It is quite important for teacher to understand what kind of personality he/she deals with to teach a foreign language. The theory of multiple intelligences by the American psychologist Howard Gardner gives answers to the questions like “Why do students react and fulfill one and the same tasks differently?”, “Why are they satisfied to work in groups?”, “Why do they prefer to work independently?”, “Why do they draw pictures to memorize words?”, “Why do they memorize words just by hearing them?”, etc. [5]. His concept determined seven types of intelligence and appropriate learning styles. The theory gave impetus to developing the notion “learning styles” in teaching a foreign language.

To increase the efficiency in teaching a foreign language it is extremely important to discover strong and weak points of student in different fields. The model of multiple intelligence including the elements of verbal-linguistic, logical-mathematical, musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal learning styles of mastering a foreign language should be used to define areas of cognitive activities to be developed.

There are various approaches and classifications concerning the development of learning style in teaching a foreign language. Here are most widely-spread ways of acquiring and processing information: visual, auditory/aural, read-write or verbal and kinesthetic [6].

The table given below demonstrates how the type of a learner correlates with suggested learning activities (LA) (tabl.1).

**Table 1**

**The correlation of learning activities and types of learners**

Type	Visual	Auditory	Verbal	Kinesthetic
L	- reading	- speaking	- reading and	- moving in class
A	- looking through pictures, drawings,	- listening	writing	- using mimicry and gestures
		- discussion of	- using reference	

posters, diagrams, schemes - watching video - underlining and highlighting the main information - observing	problems in a group - explanation to a group	materials (dictionaries)	- drama techniques - role playing -project presentations
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Learning style takes into consideration, first of all, student’s cognitive skills, preferable learning activities (discussions, creative tasks, independent self-study work, group projects), peculiarities of learning the material (together with teacher, in pairs, in a group, independently), student-teacher interaction, interaction in a study group and the place of student in it [7].

However, it should be taken into account that psychological peculiarities of students’ cognitive activities require adapted educational technologies to be used to learn a foreign language at higher school. These technologies are aimed at each student personal development including development and maintenance of motivation, competence, and professional communication. Most effective students’ learning activities involve the development of individual educational trajectories, working out team-work skills, skills to take part in different problematic situations and find out adequate decisions [8].

The significance of different learning styles is enormously important both for learning and teaching. Knowledge of students’ learning styles is prominent for teacher, as he/she should realize what types of learners to work with to adapt his/her teaching techniques correspondingly.

Thus, learning style is an individual way of learning activities that depends on the peculiarities of educational technology, the context of the learning environment, originality of student’s learning motivation, teaching techniques, teacher attitude, the status of educational institution. Learning styles can be considered as learning strategies that characterize student response to the requirements of a concrete learning situation.

The emergence of student’s cognitive style in a concrete learning situation

depends on the peculiarities of his/her individual mental experience. That is why the task solution of intelligent education including arrangement of conditions to develop and maintain unique intelligence is inseparable with student's mental experience enrichment in teaching-learning process [9].

Nowadays higher school puts the increase of training effectiveness as one of its fundamental tasks in the forefront. It is suggested to be done through discovering student's internal potential. Language learning experience shows the most effective tasks to involve student into learning are cognitive tasks of creative nature for self-study work: problematic tasks, tasks with additional questions, step-by-step tasks.

The primary role in realizing problematic tasks plays students' project work directed at the research learning model. This model suggests developing skills to work with different reference materials, think creatively, plan learning activities independently.

There is no doubt to achieve high results in learning a foreign language under innovative educational programmes strong student motivation and intensive work are very essential. It causes the necessity to design a clear syllabus, update the foreign language methodology, use multimedia and interactive technologies. Being in the know about student's strong and weak points and his/her ability to develop teacher may choose the algorithm that enables to cope with the material effectively.

Innovative technologies in teaching a foreign language and a great number of learning activities to be used ensure the development of individual peculiarities of non-linguistic students, allow students to learn at their own pace and use preferable ways of acquiring knowledge, develop and use their own learning style.

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**Varaksin V.N.**

**THE UNITY OF THEORY AND PRACTICE AS A FACTOR OF THE  
TRAINING OF FUTURE PSYCHOLOGISTS OF EDUCATION FOR  
CORRECTIONAL-DEVELOPING ACTIVITIES**

*Taganrog state pedagogical Institute named after A.P.Chekhov*

*Considering the topic, reveals the main approaches to the training of future psychologists of education to the implementation of correctional-developing activities in educational institutions of different types. The inseparable connection of theory and practice in the period of specialist training gives the opportunity to acquire the necessary professional skills.*

*Key words: education psychologist, mental disorders, correctional and developmental education, psychological and pedagogical assistance, classes correction.*

In the traditional for the Russian system of education of children in need of correction of behavior, emotions, mental development, are educated in special (correctional) educational establishments, at home or in special boarding schools. Over the last decade in Russia under the influence of the liberal-democratic reforms have significantly changed the attitude of the society to people with health problems and to assess the opportunities for children with special educational needs.

N.N. Malofeev draws attention to the fact that the modern Russian society more aware of fact that the psychophysical deviations do not deny the human nature, the ability to feel, to experience, to acquire the social experience. It is understood that for each of the child it is necessary to create favorable conditions for development, taking into account his individual learning needs and abilities of [4].

It is, believe Lohakova I.I., Boldyrev-Varaksina A.V., Iarskaia-Smirnov E.P., etc., the elimination of barriers between corrective and ordinary classes in comprehensive schools, as well as between the specialized agencies and the mass of the school, where access to certain categories of children with deviations in need of psychological-pedagogical correction, before it was closed.

The most serious problem is the category of children with mental disabilities. If a small number of such children have a safe intellect and acceptable behavior can study individually in different types of schools, the vast majority of these children are deprived of the opportunity to get an education because of a serious delay of mental development of a secondary nature and complexity of conduct, it is extremely difficult their staying in the team. Moreover, in educational institutions of our country still do not train specialists for the work with this category of children, and have only recently begun to be introduced experimental courses [3].

We believe that the correctional and developmental education - the broader process of integration, which implies equal access to education for all children and the development of General education in terms of adaptation to the different needs of all children. This process involves the refurbishment of schools and the re-planning of educational premises in such a way that they meet the needs and to the needs of all without exclusion of children. It is the introduction into school mode "full day",

where training sessions are followed by educational activities and developing classes, where the whole day subject to strict regulation, agreed with doctors, psychologists and teachers.

The introduction of such regulations would affect the activities of the school psychologists. Warns about this Zaretsky V.K., saying, what their role will be to create a coherent system of support, based on the environmental approach; uniting of individual children and teachers, whole classes and the local community; and that the emphasis on capabilities, not on the limitations of children. In other words, the psychologist of education accompanied by a change of the school of corporate culture and helps teachers to adapt to the new challenges of the profession [2].

Psychology teachers often work with the consequence rather than the cause. To find the reason for the deviations from the child and the exercise of psychological-pedagogical correction of a psychologist should make a number of specific actions that sometimes it is impossible, in virtue of the conditions of the organization of General education.

One of the important directions of work of the psychologist in secondary school is the development of motivational sphere of the children to education and increasing the effectiveness of their adaptation. This work can be carried out either in the form of an original, cognitive and educational sessions that are of interest to training and offer the child the world of knowledge, and in the form of the "big "games (organized gaming activity).

However, many school teachers-psychologists there is no special preparation for work with children with various deviations. Furthermore, our research has shown that universities are not developed well enough the problem of training teachers-psychologists to work with such children in conditions of secondary schools and other educational institutions.

Theoretical training of teachers-psychologists at the University is a large volume of educational disciplines of professional cycle of the base part (20), variable part (36), plus to this: the humanitarian, social, economic cycle (11), as well as scientific and mathematical cycle (7) and five types of practices.

We believe that every kind of practice should cover a number of theoretical subjects basic cycle, then the practice becomes meaningful and purposeful character.

Each type of practice combines in its content several academic disciplines, on the basis of which are the specific tasks for the entire period of practice, for example:

1. The second course - pedagogical practice in children's health-improving centres, concentrates in itself the practical tasks, developed by teachers of educational disciplines, studied by the students on the first and second course of study ("Theory of education and upbringing", "General pedagogics", "History of psychology", "History of pedagogy and education", "Defektologiya", "Psychology of development", "diagnostics"...).

2. The third course - psychological - pedagogical practice in children's health-improving centres is held with the support of the theoretical Luggage of educational disciplines, studied by the students of the third year ("Social psychology", "Psychology of adolescence", "Clinical psychology of children and adolescents", "the Age-psychological counselling", "Psychological and pedagogical counselling", "Psychological and pedagogical workshop", "Psychology of large and small groups", "Fundamentals of psychotherapy", "Psychological and pedagogical correction of deviations difficult teenager").

3. The fourth course - practice in school based on the studied disciplines ("Social protection of childhood", "the Work of the teacher-psychologist in educational, social and medical facilities", "General psycho-correction", "Psychological and pedagogical correction of deviations of a difficult adolescent", "Defektologiya", "Family psychology", "Methodology for the inclusion of children and adolescents in the social-significant kinds of activity").

4. The fifth course - practice in College based on the studied disciplines (Psycho-pedagogical workshop", "Socio-pedagogical practical work", "the Psychology of large and small groups", "Qualitative and quantitative methods of psychological and pedagogical research", "Training of pedagogic communication", "Conflictology").

5. The fifth course - complex psychological-pedagogical practice based on discipline ("Psychological and pedagogical correction of deviations difficult

teenager", "Educational technology", "Family counseling", "Workshop on the psychological and pedagogical designing", "Qualitative and quantitative methods of psychological and pedagogical research", "Psychology of pedagogical work").

The above example corresponds to the direction of the preparation of a "specialist", but recently, in connection with the reconstruction of higher education and the introduction of bachelor's changing time-frame for training with preservation of proportions. Consequently, the need to change and the requirements to the content of practices:

- The second course, the third semester practice at school (82 hours.)

- The second course, the fourth semester practice in ASSOC (82 hours.)

- The third course, sixth semester practice in ASSOC (126 h.)

- Fourth year, the seventh semester practice in social institutions, children's homes, schools, etc. (146 hours.)

- Fourth year, the eighth semester complex psychological-pedagogical practice at school (108 hours.).

Our research shows that many of the younger psychologists are not able to work with a group of students, i.e. can not organize the event so that each party to fulfill its mission, and to the group as a whole, supported the working environment.

We also believe that the activity of the teacher-psychologist should be consistent with the curriculum of educational institutions and have as a result is the deliverance of the needy students, parents and teachers from their personal problems, by providing them with timely and necessary psychological and pedagogical assistance.

For the decision of tasks in performing their professional duties, the future teacher-psychologist should acquire in the process of their learning the necessary skills, including the following:

- work in several directions (to carry out early diagnosis, to provide timely assistance to teachers in the organization of supervision over troubled students, the lessons, and so in their spare time, etc.);

- be prepared for the implementation of several psychological-pedagogical activities at the same time;

-to react quickly to the actions and words of the teachers and students (in particular, who have problems with behavior and emotional background);

-improvise (as much in the classroom happens suddenly, the teacher-psychologist should immediately make any circumstances work in favour of the process of communication);

-work on the audience, as the actions of the novice teacher-psychologist always discussed in a wider circle of communication;

-know and use in their professional purposes peculiarities and traditions of the school.

To achieve this goal, based on the unity of theory and practice as a factor in the training of future psychologists of education for correctional and development activities, we have developed a model of training of teachers-psychologists to work in conditions of General education, which includes three interrelated blocks.

The first block contains the study of educational discipline "Theory and methods of education" to the section "Organization of work in temporary groups of children in the conditions of children's recreation centers". In the process of studying, as a personal means of support for the implementation of future activities, the students prepare the "box of the guide". It is formed independently, is then protected at seminars and laboratory classes, with her students are published in the exam.

The second block is based on correctional-developing a program consisting of psychological and pedagogical exercises and the options classes on psychological-pedagogical correction. The program is being studied and absorbed all the students.

The third block contains the passing of students of psychological-pedagogical practice in educational institutions of different types, where there are classes of compensation, compensation and alignment, as well as the passage of the comprehensive psychological and pedagogical practice.

Ensuring the unity of theory and practice in preparation of future psychologists of education for correctional and developmental activities, we have developed and implemented (in training of the students) , educational-thematic plan of the discipline of "Psychological-pedagogical correction" (see table 1).

**Educational-thematic plan of discipline**  
**"Psychological and pedagogical correction"**

Table 1.

No. the p/p	Name of sections and topics
Part I. Theoretical foundations of the work with children with issues in development	
Theme 1.	The concept of a "norm ". Criteria for normal development, organizational and methodological problems of psychological-pedagogical correction.
Topic 2.	The main directions and forms of psychological-pedagogical correction.
Topic 3.	Psychological-pedagogical monitoring of the development of the child in preschool age.
Section II. Diagnosis of deviations in the development of	
Theme 4.	Principles of diagnostics in special psychology.
Theme 5.	The content and principles of correctional-developing work of the teacher-psychologist at different stages of mental development of the child. Infancy and early age.
Section III. Features Advisory work with the parents of the children with problems in development of	
Theme 6.	The psychological features of the families having children with difficulties in development. Methods for correction of child-parent and family relations.
Theme 7.	Advisory work with the parents, as part of the psychological and pedagogical support of children with development problems.
Theme 8.	Awareness-raising work of the teacher-psychologist with parents who are bringing up children with difficulties in development, and teachers.

Section IV. Correctional-developing work with children with issues in development	
Theme 9.	The principles of correctional-developing work with children with developmental problems. Correctional-developing work of the teacher-psychologist with the pupils of the primary school.
Theme 10.	Psychocorrectional technologies in work with children with developmental problems. Correctional-developing a psychologist's work with teenagers.
Theme 11.	Peculiarities of application of psycho-corrective techniques in the work with children. Correctional-developing work of the teacher-psychologist with ЮНОШЕСТВОМ.
Theme 12.	Methods of practical correction. The structure of the correctional classes. Psycho-correction of family relations.
Section V. Preventive and rehabilitation work with children with issues in development	
Theme 13.	Particularly the prevention of difficulties in development. The concept of compensation and СВЕРХКОМПЕНСАЦИИ. Methods and techniques of therapeutic effects. Ecology of personality.
Theme 14.	Peculiarities of rehabilitation and АБИЛИТАЦИОННОЙ work with children with developmental problems. Methodology of development of correctional-developing programs.

Presented by the course covers a wide range of topics, starting with the basics of working with children with developmental problems, their diagnostics and ending with the consideration of the peculiarities of correctional-developing, preventive and rehabilitation work with this category of children. Special attention is paid to practical aspects of working with children with different types of deviation: infringement of intelligence, delay of mental development, early infantile autism, etc.

Recommendations for the correction of the child's development are effective only when they are given in the context of the understanding of the whole person (in all of its qualities and properties). As an explanation, we will use the research of

domestic psychologist S.L. Rubinstein., which in a holistic personality structure included the following:

- orientation (needs, motives, goals, interests, ideals, beliefs, world view, settings);
- ability (General, special, talent, talent);
- nature (attitude to yourself, to people, to the world, strong-willed qualities).

At that he emphasized that the core of the personality is her motivational sphere. Structure and nature of any mental qualities in many respects depend on the orientation of the human personality, of their connection with the rest of its properties and of the functions that these properties do in the General system of human behavior.

The child's personality structure is only being formed, components, its components, are developing unevenly, therefore, intervention programmes and designed to create conditions for balanced development of the structural components of the personality as a whole [1].

In our studies we also have as a support person of the student, since acquiring professional skills, students directly work on the basic techniques and methods of correctional-developing work.

To have students entrenched professional skills, they must first they lose many kinds of exercises, which will subsequently use in their practice. To this end, for example, they are below the following relaxation techniques, aimed at the education of the child control his anger and to reduce the level of personal anxiety.

#### Exercise 1 Of The "Snowman"

Exercise is conducted in the form of games. A psychologist with the children rolling on the floor imaginary snow balls, then together create an imaginary Snowman. Then the psychologist tells the story of a Snowman, and the children, standing in front of and listening to represent each of your Snowman. Psychologist: "the Blind children in the yard of a Snowman. Beautiful Princess turned out (here you need to ask your children start to portray the Snowman), he has a head, torso, two arms, which are just stuck in a hand, and he is standing on two strong legs... the Night

when the wind blew cold, cold, and became our Snowman frozen. First, he was frozen head (here we should ask each child to exert the head and neck), then the shoulders (child annoying shoulders), then the body (child straining the body). And the wind is blowing more strongly, wants to destroy the Snowman. Rocking the Snowman your feet (children much strain feet), and failed to wind destroy it. Flew the wind, it was morning, the sun shone, saw a Snowman and decided to him warm. It became the sun be hot, and began our Snowman melting. First began to melt head (children freely lowered his head, then his shoulders (children relax and lower the shoulders), then hands (gently lowered his hands), then the torso (children, as if sitting up, leaning forward), and then the legs (feet gently bend at the knees, children first sit down, and then fall on the floor). The sun warms, the Snowman melts and turns into the puddle, растекающуюся on earth". Then you can again make a Snowman on request children [5].

In this series will also be relevant exercises "Orange", "Move the stone", "Symbolical image of emotions" (plastic, through the figure) [6].

In the process of study of discipline "Psychological-pedagogical correction" we have developed and implemented with the students of correctional-developing program, consisting of three main stages. Our program is a type of program that will develop for their wards of our graduates, carrying out in the future of his professional activities. The main stages of the program and their contents are presented in table 2.

**The main stages of correctional-developing program**

(for preparation of the future teachers-psychologists)

Table 2.

Stage of the Programme	number of sessions	Of the occupation Tasks	Of Means and methods of
1. Get acquainted	1	1.Establish emotionally-positive contact with students, to acquaint them with the norms and rules of conduct during the psycho-pedagogical exercises and	1.Igry and exercises for Dating. 2.Igry and exercises aimed at developing a sense of belonging to a group.

		<p>occupation.</p> <p>2.Assemble the team sense of belonging to a group.</p>	
2.ОСНОВНОЙ.	11	<p>1.Prepare empathy and tolerant attitude to children with developmental problems) and their parents.</p> <p>2.Prepare affiliation motivation, the motivation of achievement of high results in the work with children with problems in development of and confidence in its own strength.</p> <p>3. Teach to solve the psychological-pedagogical situations, arising in the process of education and upbringing of children with developmental problems</p>	<p>1.Exercises, aimed at the development of empathy and tolerance.</p> <p>Relaxation techniques.</p> <p>Aimed role-playing games.</p> <p>2. Art-therapy methods.</p> <p>3.Analyze, play and practical solution of a number of specific pedagogical situations.</p>
3. The Final	3	<p>1. Gather together formed adequate forms and methods of interaction with children with problems in development.</p> <p>2.Sposobstvovat transfer of the acquired positive experience in the psychological and pedagogical practices</p>	<p>1.Pley exercises on the development of empathy and communication skills.</p> <p>2.Gamble responsibly of pedagogical situations.</p>

It is very important that the psychological-pedagogical correction development was leading, *предвосхищающий* character. She should endeavour not to exercise and improve on what is already there, what has been achieved child, and the maximum to active formation of what should be achieved child in the near future, in accordance with the laws and requirements of the age of development and formation of personality identity. In other words, the development strategy of psychological-pedagogical correction should not be limited to short-term needs in the development of, you need to focus on the prospect of development.

The value of any of correctional-developing of the programme is that it allows the child to feel himself as a promising in the activity, which is for him personally significant. Therefore, when developing the correctional-educational programs should be understood that every kindergarten, a school, a boarding school, children's home, any educational child care institution has its own peculiarities, which, one way or another, influence the development of the child. This means that the specificity of the concrete tasks and forms of correctional work depends not only on the personality of the child, but also on the type of child care.

An example might be the program of the meeting of teachers and students of the chair of pedagogics and psychology of the person with disabled children and their parents, living in Neklinovsky district, Rostov region.

The meeting was held on the initiative of the Neklinovski district Department of education.

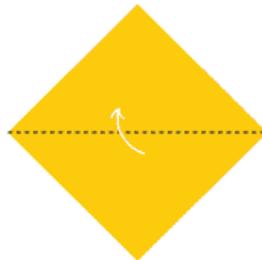
Our teachers told the participants of the meeting about the need for and importance of close cooperation of parents and children with educational psychologists, which our Institute is preparing to professional activities, and in particular, to the correctional-developing work with children with disabilities. We told about the specific assistance, which the children and parents can get from the psychologist education.

Then, to communicate with the audience (with the specific goal) joined our students - future psychologists of education. They immediately briefly told about the fact that the origins of the abilities and talents of children "on the tips of their fingers"; about the fact that the development of a small motility of fingers of hands from early childhood contributes to the development of speech, attention, memory and thinking, and these qualities are vital both for children and for adults, and the elderly. Therefore, those who want to stay healthy to a ripe old age, it is necessary to find a creative hobby for soul. Such activities abound: the production of various materials models (shipbuilding, aircraft, auto, etc.), embroidery, knitting, beads embroidery, macrame, origami, mosaic, modeling, application of the smallest details, burning, and many others. Children can also offer cubes Coos for memory training.

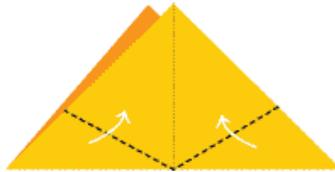
Later students, figuratively and dynamically, conducted with children and their parents a number of exercises, on manufacturing of the simplest models. Parents and children to involve in the process, interested repeated to the movement, as a result of which appear simple and fascinating model of the sheets of paper, previously distributed them students.

The first joint exercise for children and parents we have suggested the production of colored cardboard Kitten.

Step 1: Prepare a square sheet of any color. Bend it on a diagonal.



Step 2: The triangle fold it in half and expand (to mark the fold centre). Expand the ears of a cat (the lower corners of the received triangle) upstairs and into the hand.



Step 3: Bend the upper double-little corner in the ears.



Step 4: Turn crafts. Draw the eyes, nose and moustache (in other circumstances they can be glued, cut out of colored paper).



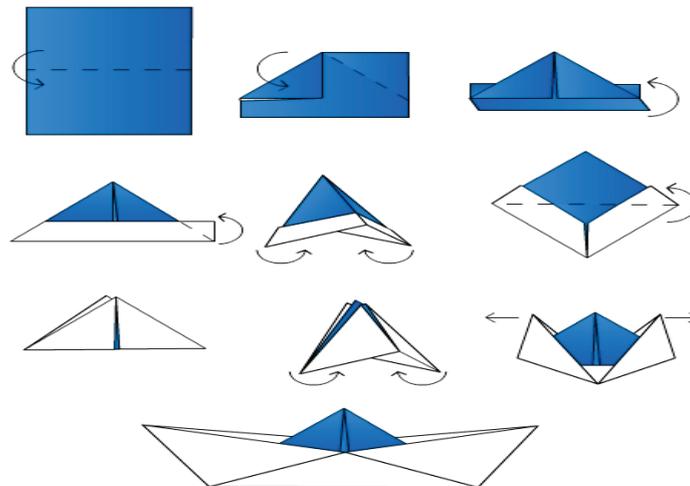
The second exercise we offered the manufacturing of the Ship, its production is more complicated, but also interesting.

Boat (boat)

Materials: a Rectangular sheet of paper (landscape format)

Description and layout of the pictures:

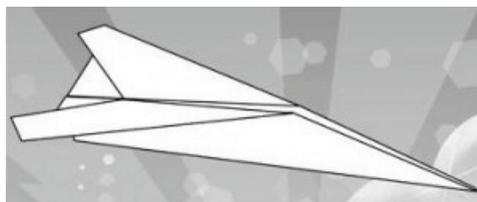
- Put in front of a rectangular sheet of paper and fold it in half.
- We bend the upper corners to the center of the right angle.
- Free edge of the sheet with both sides подгибаем from the bottom up.
- We bend the corners of the brim inside.
- Reduced opposite corners of the triangle. Turned out of the square. To assign a new line of the fold.
- We bend lower corners of the upper left corner with the two parties, to form a triangle.



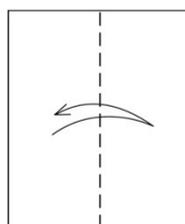
- The resulting triangle reduced opposite angles to each other - was once again the square.
  - Keep a square in the upper corners and breed them aside until a boat.
- The third exercise is aimed for manufacturing model of a plane.

### Passenger aircraft

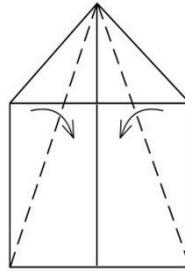
For the construction of the models of passenger aircraft, we need a regular sheet of paper of the rectangular form (A-4).



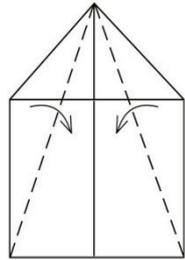
Step 1. Fixing the vertical line of the rectangle.



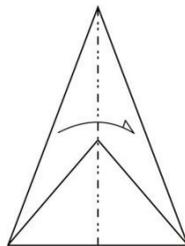
Step 2. We bend to the middle line of the right and left corners.



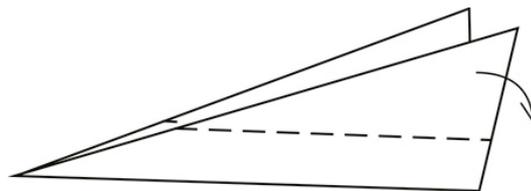
Step 3. We bend in the middle, right and left side of the figure.



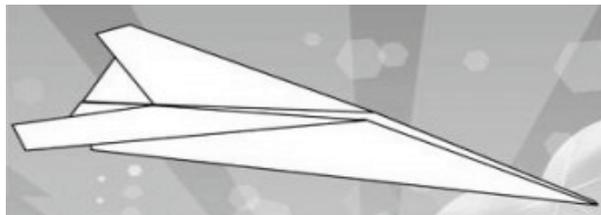
Step 4. Bend the figure in half, making the fold "slide".



Step 5. We bend the wings of the plane.



Step 6. And we will get our luxury cruise liner, (on request it can be supplied with the correct paint, and draw a passenger portholes).



Model airplanes then tested in flight during the simplest of competitions, conducted by the students here, with participants - manufacturers. In this case, we draw the attention of the parents to the fact that in the production of the airplane was

developed fine motor skills of hands, and during the competition develops large movements of the hands.

In the competition is determined, whose plane will fly farther, whose more than just land on the "aerodrome " (to do this, draw a chalk line on the floor of the start and in a few meters away from the очерчиваем circle with a diameter of about a meter). Parents recommend you, the repetition of such events in the future, to include more and performance figures of aerobatics, because children are very interesting.

While summarizing the outcomes of our meeting we would like to draw the attention of the parents to the fact that such exercises and competitions give the possibility to bring together the children from the parents, which in turn will help to improve the psychological prevention and correction-development activities. So, we draw their attention to the fact that especially useful and fascinating for children is a holograph manufacture of various craft projects and patterns, which can be painted in gouache, well dried and put on a shelf, in order to be proud of yourself and delight friends and family.

In conclusion, we want to emphasize once again that the implementation of our unity of theory and practice in preparation of future psychologists of education for correctional-developing activities maximises their professional readiness by the time of issue.

And the decision of the us task of preparation of the future teachers-psychologists to work with children in need of psychological-pedagogical correction, will allow to intensively introduce correctional and developing education in the city, region, country; i.e., satisfy the needs of all consumers of educational services and the individual, society, state.

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**Stupak O.**

**THE FEATURES OF DEVELOPMENT OF ADMINISTRATIVE CULTURE OF FUTURE TEACHERS IN ACTIVITY OF AUTHORITIES OF STUDENT SELF-GOVERNMENT OF TEACHER TRAINING UNIVERSITY**

*Slavyansk state teacher training university*

*In this article the organizationally-pedagogical terms of forming the administrative culture of future teachers in the activity of student self-government authorities are examined.*

*Keywords: student self-government, administrative culture, students of higher pedagogical educational establishments.*

In the conditions of deep reconstruction of all sides of society, correspondence of Ukraine to international standards the problem of professionalism sharply comes forward in all spheres of life. There is a necessity in effective preparation of new type of specialists which would be characterized by high organizing, communicative, and creative qualities. The main role in forming personal attitude toward a profession, determination of subjectivity, development of ability to manage a situation, process, collective, self-government, - play the pre-professional stages, namely the period of studies in higher establishment of education. Student self-government, in relation to

it, is the powerful factor in forming noted administrative abilities, determination of potential leaders, making at them skills of administrative and organizational work with a collective and training future elite of the nation. Especially the acquisition of administrative competence is meaningful for future teachers.

**The purpose of the article** is verification of optimum of organizationally-pedagogical conditions of forming the administrative culture of the future teachers in activity of authorities of student self-government.

The reasoning of criterion vehicle of researching the levels of administrative culture took place taking into account essences and structural features of concept administrative culture, which from the general point of view of researches determine as integrated, complicated according to the context, socially caused quality of personality of the manager which synthesizes the great part of the professional and personal features intended for actualization in practice of creative administrative activity with the purpose of increasing its efficiency, optimization of pedagogical process (А.В. Губа, Н.Ф. Денисенко, В.І. Кноррінг, А.А. Маурі, М.М. Поташнік, О.П. Щотка and other).

In accordance with above-mentioned definition we select the following criteria of estimation administrative culture: *valued-motivational*, that is characterized by the personal interest in public life valued attitude toward vital and quarry success and to aspirations to be a leader in a group; *personal*, that foresees the adequate self-appraisal of personality, proof vital values and active position in life; *emotionally-willed*, that define by self-organization, emotional balanced and developed will qualities; *active*, that is characterized by the formed organizational skills, abilities to build interindividual relationships with other and effectiveness of its activity.

Taking into account the criterion vehicle of administrative culture of future teachers the complex of diagnostic methods which contain the standardized methods for determination psychological characteristics of students was developed in activity of organs of student self-government, modified and the authors methods and tests, composed for future teachers, taking into account the specific of work of authority of student self-government.

The experiment was conducted with the students of specialties of preparation teachers of elementary forms Physics- Math and Psychology of the Slavyansk state teacher training university. The choice of exactly these professions was conditioned by the specific of their professional orientation, maintenance of the educational loading and out-of-school activity.

Analyzing the results of the conducted констатувального research, it is possible to make the conclusion, that for all students of Physics-Math, Psychology faculties and faculty of preparation teachers of elementary forms inherent personal interest to public life, at the same time they do not aim to be leaders in a group and their position in life is not active enough. The students of faculty of preparation teachers of elementary forms in comparison with the students of other faculties have the higher level of the valued attitude toward vital and quarries successes, self-organization, vital values, effective activity, adequate self-appraisal and emotionally balanced. In addition, they showed the low level of organizational skills and abilities to build the interindividual relations. The students of Physics-Math faculty had the overpriced self-appraisal, their organizational abilities and willed qualities were developed poorly enough, and formation of interindividual relations caused difficulties. Between that, the level of self-organization, effective activity, emotional balanced, valued attitude toward vital and quarries successes of students are medium. For the students of Psychology faculty the low level of effective activity, valued attitude toward vital and quarries successes was characterized, overpriced self-appraisal and middle level of abilities to build interindividual relations, organizational and communicative capabilities, emotional balance and self-organization.

Consequently, the components of administrative culture of future teachers in activity of authority of student self-government (valued-motivational, personal, emotionally-willed, active) are developed not identically at the students of different directions of studies. However, all students must develop the qualities of leaders, organizational, communicative, volitional abilities, skills of self-organization, to learn to plan, to organize own activity, manage a collective, to find a common language with people, to build the interpersonal relations on principles of concord and mutual

understanding. The research showed that the general level of administrative culture of students of experimental groups is formed at middle level.

Taking into account the level of forming administrative culture of future teaches, it is necessary to organize activity of students for forming and development of the resulted qualities of administrative culture of future teachers. Except for the leadthrough of educating measures, trainings and seminars to that end during an educational process, bringing in of student young people is important to activity of organs of student self-government. Also, it is expedient to carry out the differentiated approach to form the components of administrative culture of student youth of different directions of specialities, to organize complex measures as for forming administrative and personal internals of students and conditioning for their realization in activity of authority of student self-government.

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**L.A. Baykova**

**Theoretical and methodological approaches to the investigation of psychological and social health**

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*The present article incorporates the author's original concept, based on a metasystemic approach and on the three-level view of a personality developed by A.V. Petrovsky. This method enables the research to bring out interrelations between the various health conditions of a person: psychic, psychological, and social; it also results in a set of criteria and indicators of social health, which provides for subsequent choice of diagnosing the social health in various age groups.*

*Key-words: human health, metasystemic approach, socio-psychological adaptation, social participation; self-actualization.*

The definition of psychic, psychological, and social health, as well as criteria and indicators of these in a breakdown of various age groups, remains an urgent

problem to investigate. A satisfactory solution is likely to bring about a monitoring system for state programs that aim at improving the life quality of citizens, and ensuring the development of society as such; such a system is going to be usable in all kinds of educational environments.

The problem has been widely addressed by health psychologists in many countries, including Russia (B.S. Bratus, O.S. Vasilyeva, I.V. Dubrovina, O.I. Danilenko, G.S. Nikiforov, L.V. Kulikov, O.V. Khukhlayeva, F.R. Filatov, etc). Such research frequently employs the notions of *psychic health* and *psychological health*.

B.S. Bratus distinguishes between three levels of social health: psycho-physical, dependent on specific neurophysiological features of psychic processes; individual psychological health, defined by one's readiness to employ appropriate means of self-fulfilment; and then, the highest level is that of a healthy personality, where the quality of one's meaningful relationships matters most.

I.V. Dubrovina and O.V. Khukhlayeva employ the term *psychological health*, which they define as a dynamic unity of psychic properties which ensures personal spiritual stability, a balance between the individual and society, and the potential of the person's effective participation in social activities. The criteria of psychological health stated are the person's self-regulatory potential (internal and external), a positive image of Self and Other; reflection abilities, and the need of self-development.

The notion of social health in a personality has not been widely used and lacks accuracy. In a team research called *The Psychology of Health* (ed. by G.S. Nikiforov), the titular term is limited to health of society in general.

*Individual social health*, if properly defined, may go a long way in diagnosing effectiveness of social development in children and adolescents, the acquirement of *individual social identity* (D.I. Feldshtein).

According to our concept, the metasystemic approach provides a methodology to treat the phenomenon of *social health*, and to develop a theoretical model of the interrelations between psychic, psychological and social health. A.V. Karpov speaks about the metasystemic level in psychic organization (the highest-order level, and

open-structured, as it develops while mediating to other systems). The word *metasystemic* implies that the phenomenon denoted lies within the system, yet goes beyond it. In a metasystem, we recognize the fact that the system discussed is, in its turn, included in higher-level systems, with which it interacts. Thus, social health may be defined as a metasystemic level in the organization of a person's health. Within the metasystemic approach, we view social health as reflecting the person's relationships with the social environment. Social health is an element of a person's inner world, but it also belongs to the social environment system, both as its cause and effect. The theoretical model of a personality that we develop has psychic health as its center, this being prerequisite for psychological health and, through the latter, resulting in a healthy social personality. These three levels are bound together by synergy, as the state and dynamics of each are influenced by parameters of the other levels.

In the structuring of a hierarchy of these levels, we follow the theory of personality developed by A.V. Petrovsky and V. A. Petrovsky (a personality is defined indirectly through changes in the lives of other people with whom he/she interacts, and through group activities). The three-dimensional structure of a personality includes the intraindividual, interindividual, and meta-individual subsystems.

At the intra-individual level, personality is considered as a person's individuality, where "the personal is placed within the direct existence of the individual, and that individual is regarded as the only materialization of his/her personality". These intrapersonal features are as follows: character structure, temper specifics, abilities, and psychic processes. When the intrapersonal features are in a state of balance, we can speak about *psychic health*.

The intrapersonal subsystem involves describing a personality through his/her interrelations with other individuals. When the components of this subsystem are in a state of balance, we can speak about *psychological health*.

The meta-individual personal subsystem is manifested in the individual's ideal image in others as his/her indirect presence in those, and in the internal image of

oneself as *another*. Thus, the individual contributes to other individuals, through influence, forcing change in another's psyche and behaviour, which is recognized by the person thus influenced. Here we can speak about active processes, in a way, as an "expansion of self to others". "Reflected in an individual, another person comes to be an agent, changing the other person's views upon matters, setting him certain new objectives, etc." At this level, personalization occurs as a "process of transfer of a subject's ideal image to others, engaged in certain activities; this results in the image acquiring properties of a personality" (A.V. Petrovsky). When the components of the meta-individual personality subsystem are in a state of balance, we can diagnose *psychological health*.

In our understanding, *social health* is a state of harmony between a person's values, his/her interrelations with other people, and activity that enables his/her self-fulfilment, and contributes to positive dynamics in others, to humanization of the social environment and culture in general. Social health is an optimum equilibrium of the harmony of an individual's values, interaction and activity, which contributes to positive dynamics in the individual and his/her social environment.

Thus, a person's psychic health is prerequisite for psychological health, and consequently for social health.

We hypothesize the following principal criteria of social health:

Socio-psychological adaptation; self-fulfilment; and social involvement based on universal human values. These can be used in diagnosing social health of different age groups. Taken as a whole, this set of criteria enables research aimed at defining personal development trends, forecasting deviant behavior, and locating psychological and pedagogical problems in the health of a child or adolescent at school.

Indicators of social health in adolescents, 12-14 years of age. Indicators of sociopsychological adaptation: set of values, correlating to universal human values, co-operation skills, communication skills, and ability to jointly resolve conflicts.

Indicators of self-fulfilment: readiness for self-cognition and self-development, active status in communication and meaningful social practices (ability to set goals,

to make plans, self-controls and adjustment), and creativity.

Indicators of the criterion of *social involvement*: social motivation, social participation, and moral self-assessment.

Indicators of social health in senior adolescents (15-17). Indicators of the criterion of *sociopsychological adaptation*: set of values correlating with universal human values, a sufficiently broad range of personally meaningful positive values, adequate moral self-assessment, a positive acceptance of self in others, sense of self-dignity, possession of a moral ideal, and skills of reflection.

Indicators of the criterion of *self-fulfilment*: readiness for self-development, adequate social self-assessment, which presupposes awareness of the meaning of life, reflection on the meaning of life, interest in this set of problems and wish to discuss it with others, creativity, vision of self over time, long-range planning, and a positive emotional acceptance of future.

The indicators of *social involvement* are the following:

social participation and social motivation; self-reliance rather than dependence on outer circumstance; career choice based on labor value orientation, prioritizing labor with a view to social well-being, career viewed as a means of self-fulfilment, planning certain goals in moral development, awareness of the means of attaining these goals (time scheduling and calendar planning).

The social health indicators for the 18-24 age group are a balanced set of indicators of socio-psychological adaptation, social position and self-actualization. These may be further defined like this:

Personal adaptation: agreement between personal expectations and requirements of the social environment; adequate self-assessment and assessment of one's environment; a positive view of self (positive ego-concept) and others; a satisfactory degree of reflection given to life; acceptance of real-life activities and relationships; awareness of one's own problems and desire to solve them; personal involvement; self-development and fulfilment in social fields, joined with a full sense of emotional involvement with social life; social awareness of a citizen; creativity in self-development and fulfilment; vision of one's life goals related to positive dynamics

for one's immediate environment and society as a whole; view of self as a personality endowed with freedom of choice and responsible for one's attitudes and actions; personalization; participation in spiritual development of other citizens and thus contributing to social improvement; career choice as part of self-development and fulfilment through assisting one's social sector.

These criteria and indicators have been accepted as the basis for development of methodology packages aimed at diagnosing the social health of various age groups of children; the packages have been successfully employed in field testing in schools of Ryazan, Russia, and in the region.

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**Kormakova V. N**

**THE TUTOR SUPPORT MODEL OF SENIOR PUPILS  
PROFESSIONAL SELF-DETERMINATION**

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*This work presents the substantiation of the integrated model of tutor supporting professional self-determination of senior pupils. It also reveals the organizational pedagogical conditions providing the efficiency of the tutor support of senior pupils.*

*Keywords: tutor, tutor support, professional self-determination, individualization.*

Education is a means which provides a person's revealing of the abilities, self-determination, creative self-realization and preparation for life. The concept change of the essence of education in a society, the social order to the general educational system are called to form in graduates «the Ego», ability to assimilate the social and cultural values, the basic culture of the person including the culture of self-determination. Thus, the task of a modern school is upbringing an active, creative, independent, self-assured generation to provide the successful socialization, early professional self-determination. The solution of this problem requires the teacher's support of pupils individual work in the innovative educational environment, the creation of conditions for formation of their principle and professional competence.

To achieve the purpose of expanding educational abilities spectrum in pupils, pedagogical assisting in their training according to individual educational programs in senior classes school needs a teacher-tutor whose basic function is to support an

individual educational route of a pupil in and out of school, to assist him in designing life strategies by means of personal self-determination and formation of reflexive activity. Tutor support is also necessary for helping senior pupils to form their «Ego-Professional», to construct a program of its achievement. Due to it, the educational area of the senior school is filled with an active academic-informative and academic-professional work providing pupils with facilities for carrying out subject and metasubject projects, professional tests [1].

Tutor support of senior pupils is carried out by stages: diagnostic, motivational, a goal-setting, designing, realizable, analytical, each of which supposes certain ways of interaction between the tutor and the pupil. The integrated model of tutorial support in professional self-determination of senior pupils fixes the ways of tutorial support. The complex use of tutorial activity variants which can be distinguished by the way of supporting an individual educational route of the senior pupils focused on the formation of their readiness for professional self-determination proves to be productive.

The structure of the tutor support model of the senior pupils professional self-determination includes the following components: 1) target (provides the formation of school leavers readiness for professional self-determination); 2) contextual (supposes variability of the tutorial activity (tutorial, dispatching, eventual, consulting); 3) organizational (defines the conditions of tutor supporting professional self-determination of senior pupils efficiency); 4) procedural (includes the realization stages of tutor support and means of pedagogical interaction); 5) evaluation resulting (supposes the work-out of monitoring of interests, inclination, motives, readiness for senior pupils professional self-determination).

The organizational pedagogical conditions revealed and approved by us provided the efficiency of tutor supporting senior pupils professional self-determination. So, one of the conditions is the intrafirm teachers-tutors training, including: 1) studying the teachers readiness to take the tutor's responsibilities; 2) teachers mastering the tutorial competence; 3) teaching tutorial technologies. Teachers intrafirm training was carrying out by means of the program «Tutors'

School»; the program of a training seminar «Modern Pedagogical Technologies»; the program of a scientific methodical seminar «Improvement of Teacher Professional Pedagogical Culture». The results of the work done on teachers-tutors preparation found the reflection in the published academic methodical teaching guides «Professional Personal Self-Determination of Senior Pupils», «Professional Self-Determination of Senior Pupils in the Sphere of Working Trades: Technological Strategy, Pedagogical Assistance, Life Strategy of Senior Pupils».

The important condition of the tutor support efficiency of professional self-determination is the expansion of senior pupil educational area as one for testing pupils abilities by means of their organization of self-determination parameters reflection, creation of conditions for acquiring some life and social cultural experience. Such expansion of educational area can be carried out by means of technology of social producing. In the situation when the pupil has a purposeful necessity for self-education by means of seeing the available problems connected with identifying his professional ego, the tutor shows the child the area for self-development in academic informative and academic professional work.

The process of professional test performing is accompanied by the senior pupil reflection of the academic informative activity organized by the tutor. As a result of professional testing pupils analyze claims for the professional future, choose the level and vocational training forms, make conclusions about the correctness of the way chosen.

For the purpose of creating conditions to acquire the experience of socialization by pupils, to form principle and professional competence, skills to solve the creative professionally focused tasks, to estimate the results and achievements in their academic informative and academic professional work, the tutor arranges the events «provoking» the next steps of self-determination and self-development of senior pupils. Due to a series of the educational professionally focused situations into which the participants of the event get, and their reflections senior pupils learn to put problems of personal and professional self-determination, try new strategies of behavior, carry out individual educational trajectories.

The effectiveness of the developed model of the tutorial supporting expressed itself in the active attitude of the senior pupils to the professional self-determination corresponding to their interests, abilities and needs. In the conditions of tutor support senior pupils are distinguished from other graduates of comprehensive schools by a particular responsibility for a multilevel choice of an individual trajectory of self-determination and education.

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**Elena Azbukina**

**PROFESSIONAL SELF-DEVELOPMENT OF THE MODERN  
TEACHER**

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*In the paper problems of professional self-development of the modern teacher in a constantly changing society are raised. The essence and the conditions for a successful professional self-development are studied, the role of reflection in professional self-development is defined, and some results of empirical studies dedicated to evaluating the effectiveness of our activities are presented.*

*Key words: «professional self-development», «reflection», «modern educational technologies», «higher school's tutor».*

Modern society is characterized by changes occurring not only in economic but also cultural and spiritual spheres. The role of education in economic and social development of society is rising. Today education is a participant of the birth of a new global community, and is located in the heart of the problems associated with the

development of personality.

Activity of the individual determines the quality, effectiveness and success of innovation processes, implemented in the spheres of life. Modernization as a high-quality and continuous improvement of technology, economic and social relations is based on the ability of citizens to self-development, self-improvement, his/her willingness to support others in their personal development, needs in partnership with people to achieve common goals, acceptance of ideas of social welfare, progress and better future . Activity of a free, responsible person has its source within himself. Therefore, without changing a person, without forming his system of values, thinking and social behavior adequate to modernization, it is impossible to change fundamentally the situation in the country.

Therefore, in our opinion, professional self-development of the modern teacher remains a very important problem because he/she not only takes part in modernization, but certainly has an impact on the formation of future professionals in various fields of life.

Activity of the teacher in any form is complicated by its functional structure and the content of psychological work that requires human manifestation of all the properties and characteristics of his/her personality [1]. In our age the rule of famous Russian teacher K.D. Ushinsky which says that "the teacher has the right to teach as long as he is learning" is topical than ever. [4, c 308]. Rapid obsolescence of knowledge, continuously updated flow of information, modern educational situation objectively requires a teacher to become a subject of his/her own professional development. Studies indicate that many teachers feel unfulfilled, and teaching profession is one of the first places on the incidence of neuroses. On this basis, we can assume that in teaching activity individuality and development of teacher is assigned little space. [Ibid,p.365].

We believe that the modern teacher must not stop in his/her personal, academic, spiritual growth and professional development. Becoming a professional is only possible as a result of the unity of both the professional and personal development. Study of man throughout his course of life shows that education and manifestation of

himself as an active subject last up until this activity continues.

Personal result of professional development of a man is undoubtedly wider than traditionally available forms of professional experience, i.e. knowledge and skills. Study of personality content of professional self-development is necessary for the development of special psychological technology of managing professional self-development of specialists [3].

Professional self-development, by definition of Professor V.A. Slastyonin, is the process of integration of external professional training and internal motion, formation of personality. External professional training sets the content, form, schemes of professional reflection, and internal motion provides energy, implementation, and personal sense of professional self-development. External training and internal motion are the components of the process of professional self-development [4, c. 365].

The most important factor, condition, means and criterion for humanization of the teaching process of an educational institution is, in our opinion, personality self-development of the teacher and associated self-development of the student. Understanding personal and professional self-development of the modern teacher today lets us consider it as a result of professional teaching training, acquisition of individuality, originality, spirituality and subjectivity. It is manifested: the ability to self-understanding and interpretation of educational processes; the reasonability, validity, freedom of action in education and training; the originality of selection and combination of means, forms, positions, techniques of activity; the ability to consciously influence the change of situation in which this activity is carried out. Therefore, it can be affirmed that both personal and professional are part of the whole process of professional self-development of the modern teacher.

Based on the foregoing, we consider that self-development stimulates transformation of professional activity which, in turn, is one of the motivating forces of personal development. Professional self-development and its contents are not static; they change with personal growth of a specialist who finds a new face, a new sense and new forms of this process.

In studies, the highest level of teaching skills can be achieved only by those teachers who have a high level of reflection. Having reviewed the structure of professional self-development of the teacher as a personality teaching activity can be divided into 3 components, one of which is a reflective component. Based on our research, we believe that reflection in professional self-development of the modern teacher is one of the leading components [1]. In this context, we define a reflection as ability of the modern teacher to recognize his/her strengths and weaknesses, successes and failures in organizing communication entities, and on this basis to take constructive solutions to improve the quality of the educational process.

We share the view of V.A. Slastyonin that in the process of professional self-development one of the areas of implementation of teacher personality is professional space, while private space is a source of problem solving and updating professional activity. Personal space is "responsible" for individual characteristics, and professional - for involving people in social and cultural context [5].

One of the most important problems of modern higher education in the context of this article is to educate modern teachers whose level of professionalism meets new requirements of Russian society. Often, the position of teacher in higher school is accepted by graduate of the same school. From our point of view, on the one hand, it can be considered as a positive trend of continuity between generations of teaching staff in a specific university. On the other hand, only at few schools, students study subjects concerning methods of teaching specific disciplines. Therefore, methodical preparedness of graduates, for example, of a technical university to teach technical disciplines, as a rule, does not meet modern requirements. Lack of expertise in methodology, pedagogy and psychology of higher education makes it difficult to organize the educational environment, taking into account changed conditions of social development.

Many professional societies think over the problem of training for higher school. An author of this paper are involved in one of such long-term projects that has been successfully implementing in National Research Tomsk Polytechnic University. Over the years, this university has been fulfilling the work of a system of preparation of

teachers for higher education, which contributes to the solution of problems of professional self-development of the modern teacher. Teachers of different age groups, alumni of various universities aimed at teaching career have an opportunity to develop by educational and vocational program "Higher School Teacher." The development by this program helps teachers both with teaching training and without it, improve their professional and teaching competence and, as a consequence, improve the quality of education.

It should be noted that not all modern teachers have a positive motivation for professional self-development. The reasons for this, in our opinion, are very diverse. We select a few: a significant workload in professional and personal spheres of life, tiredness of the role of "student", desire to fulfill potential in teaching quickly, lack of reflection in relation to themselves and to their activities, and some others. However, based on our experience of interaction with the students of educational and vocational program "Higher School Teacher", we can broadly identify those peculiarities that distinguish them from other teachers: creative thinking, creative approach to organizing their own activities, motivation for personal and professional self-development, a great desire to learn and implement new in the mature form, etc. But we cannot say that every student of the program, without exception, understands these peculiarities and can manifest them at a high level.

Taking into account this fact, the educational and vocational program is developed to meet modern standards for teachers both as professionals and individuals. The purpose of the educational and vocational program is a complex of psycho-pedagogical, social, economic and information technology training for teaching in higher school based on the core program of higher education. Upon completion of their studies, the standard complexity of which is 1,080 hours, and a successful final certification, students get a document of national standard. Prerequisite for the start of training is the fact that students have higher professional education, experience of scientific and teaching work, and motivation for professional self-development.

According to the requirements of the program implementation should be

provided by teaching staff with basic education, corresponding to the profile taught discipline, the degree of not less than PhD and experience relevant to professional fields. The content of education includes a variety of training courses such as Human psychology; Education; History, Philosophy and methodology of the relevant field of science; Information Technology in Science and Education; Methods of teaching in Higher School, and additional psychological and pedagogical disciplines of higher education, etc. All of them are conducive to the formation of professional competence of the modern higher school teacher.

Based on the levels of professional self-development of the teacher singled out by I. Scherbo, we examined several groups of beginner students. Totally there are seven positions that characterize levels of professional self-development, identifying the weakest area primarily in the methodological preparation of the teacher:

Zero - poor methodological training;

Level 1 - stable results when using traditional curricula and textbooks;

Level 2 - application of new learning technologies;

Level 3 - development of new forms of training sessions;

Level 4 - development of new methods for partial change of content;

Level 5 - change the course content without changing the ideology of the subject;

Level 6 - creation of the author's course with the change of target and substantive part;

Level 7 - creation of the author's course which has no counterpart, but demanded by the social order and educational institution.

The investigations revealed the following results: at the initial level of program mastering 30% of the participants showed a zero level, 70% of students were at level 1. Based on these data we concluded that there is a need for detailed study of the content of courses with an obligatory inclusion of modern educational technologies, creation of measurement and control materials, creation personal sites of teachers with individual assignments for each student.

Upon completion of training, we conducted the second examination, and found

that none of the students showed zero level. This fact testifies to the effectiveness of the vocational education program. 20% of students have shown the results corresponding to the first level of professional development that is manifested in the presence of stable results when using traditional curricula and textbooks. Students have noted the practical-oriented nature of the educational process, the novelty of the proposed education technology, evaluated the conditions positively and expressed gratitude for the opportunity to improve both self-development and methodological level.

20% of the students showed results corresponding to the second level. They enthusiastically began to use various technologies in teaching engineering students. On 3 and 4 levels, based on the method, 25% of participants are evident respectively. The remaining students were distributed to 5 and 6 levels of 5%, respectively. These figures let us speak about effective educational environment, thanks to creation of conditions for teachers, technology, and an atmosphere of mutual co-operation and co-creation.

Based on the objectives and examination results, we build the process of interaction with the audience primarily using active technologies aimed at personal development. These technologies provide: the priority of the subject and semantic learning in comparison with the informative one; focus on the formation of a subjective set of pictures of the world in contrast to the unequivocal "policy" ideas; educational monitoring and diagnosis of personality development; situational design; self-actualization and self-fulfillment; self-esteem; game modeling; semantic dialogue, etc. In the process of mastering this program teachers learn the basics of methodology of higher education and learn to build the main stages of the educational process, based on modern pedagogical principles in accordance with the modern paradigm of education in Russia [4].

Among the modern educational technologies which are introduced to students can be identified: case study, project-based learning, problem solving, etc. At the stage of familiarization with the technologies, students predict using them with their own students. As the technologies of interactive learning, they gain a positive attitude

from the students who take them as a play, ensuring the development of theory and practical mastery of the material. The fact that the use of the technologies has a positive effect on the professionalism of students, promotes their maturation, generates interest and positive motivation towards learning is important.

The ability to apply practice of modern achievements of teaching science will contribute to professional self-development of teachers and change of the quality of their professional activities. Also an important thing is internal motivation of teachers to learn and be interested in emerging innovations. Available educational technologies let go beyond the regulatory activity to stimulate creative activity of subjects of the educational process, based on fundamental psychological and pedagogical principles of learning and cognitive activity [1].

The ability to apply practice of modern achievements of teaching science will contribute to professional self-development of teachers and change of the quality of their professional activities. Also an important thing is internal motivation of teachers to learn and be interested in emerging innovations. Available educational technologies let go beyond the regulatory activity to stimulate creative activity of subjects of the educational process, based on fundamental psychological and pedagogical principles of learning and cognitive activity [1].

Unfortunately, a considerable part of the teaching staff has got a pronounced psychological phenomenon, defined as rigidity of thinking. By rigidity, we understand the stereotype, obduracy in thinking and habits; resistance to something new, unfamiliar; reluctance to change anything in professional activity, and to change yourself; addiction to old methods and forms of pedagogical influence; hidden resistance to innovative requirements. Manifestation of this quality prevents professional self-development of the teacher.

It should be noted also that a large number of higher school teachers do not possess the skills of reflection of their activity that provokes the difficulty in identifying their own strengths and weaknesses, opportunities. In our opinion, the awareness of this is necessary for professional development, improving the quality of educational process. Most teachers do not know the essence of such a pedagogical

category, do not see the need to develop reflexive skills and use them in professional activity. These reasons were the basis for the development of principles, techniques and technologies of teaching students abilities to carry out their own reflection on teaching.

Educational activity of higher school teacher differs in a number of features which include orientation, managing, creating, and creativity. Besides teaching activity in higher school is characterized by variability, and is directed to solution of a countless number of professional challenges. Every minute the teacher has to cope with the tasks of various kinds: performing, design, analytical. When coping with performing tasks reflexive elements look like "dissolved" in practice, fulfilling their fundamental function of feedback. Design and analytical tasks are more reflexive and productive solution is possible only when there is an output of a reflexive stance with respect to activity.

In conclusion it can be summarized that today problem of professional self-development of the teacher turns out to be particularly relevant. And we need to look for different ways of solving it. Experience described in this paper demonstrates one of the existing and successfully implemented ways of professional self-development of the teacher, as well as improving the methodological culture of the teacher in special circumstances. In our opinion, the problem of professional self-development also contributes to the elimination of rigidity of thinking of the modern teacher and the development of reflection on their work and personality. Only the developing entity is able to "awaken" younger generation to improve, to be engaged in scientific activities, to change themselves and the world around. In addition, the level of development of teacher's personality determines the success of his career much more than in other areas.

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**CID: J21206-470**

**Kondrashova V.O.**

**THE FORMING OF FAMILY'S VALUES AMONG PRESCHOOL CHILDREN IN A MULTIGENERATIONAL FAMILY AND EARLY CHILDHOOD EDUCATION**

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*The material revealed the essence of family's values for pre-school children. And describe the interaction of preschool education and multigenerational families on family's values the pre-school children based on social partnership.*

*Key words: values, family's values, the multigenerational families, the forming of values, the barrier between generations.*

Implementation of pre-school education in the Republic of Belarus defines the need for the formation of the healthy way of life, citizenship, patriotism, responsibility, diligence, spiritual and moral values among pre-school children.

*Value* is the current of a specific guideline on this point are particularly important to humans. *Family's values* are defined as «ideals, views on the family, its features, which endorses and cultivated in the family, and also serve as regulator of relationships among its members» [2]. Family's values is the most valued members of the family, is the most important, major, decisive and meaningful in the family. These standards, ideals, traditions and customs that are passed from one generation to another, then it are the basis for and build relationships within the family.

Modern *multigenerational family* is characterized by the presence of family members of different generations. It includes children, dad, mom, grandmother, grandfather, great-grandmother and great-grandfather. The older generation passes from life and the historical experience of the younger generation, are transmitted and stored family values, norms, values and traditions of the family. Modern multigenerational family is based on such values as mutual love, love for children, a sense of duty, respect for the older generation, family tradition and succession of generations.

*The forming of values* is, on the one hand, the process of educational influence on the person, on the other hand, is the result of the process of educational purpose. The process of the forming of values begins with early childhood and lasts lifelong during socialization. The *understanding* adults get an important role in building family's values in the child socialization process. Such persons for the child can be not only dad and mom, but with equal importance of Grandma and Grandpa sometimes with great- grandmother and great- grandfather. Young parents due to often seek help and support them in bringing up children.

It is important to know the child their grandparents and great- grandparents, are his views about your family, parents, family traditions. Family traditions go back to experience adult family members, taking root, digested and passed to the next generation [1]. The older generation in the family is the link between past, present and future of the family. Ancestors (grandparents) are the keeper family traditions, history and heritage.

However, nowadays there is the problem of *the barrier between generations* – the difference in the views of generations, family's values and norms, which are formed in different historical epochs. Ancestors (grandparents), having a great social experience, can pass from one generation to the next. However, the younger generation is not always willing and able to take this experience. Experience is not always evaluates to an intermediate generation (children, young parents), and their grandchildren.

The pedagogies and psychologists of the pre-school of the Republic of Belarus

are interested in this problem. Kindergarten and family are two important Institutes of socialization of pre-school children.

In the kindergarten are active forms and methods of work with the family, not only with parents also with grandparents of the child's family mini- and mega-projects «The genealogical tree of the family», «The journey to the past and future of the family». The arrangement of the creative works about their children «Our baby», «Our beloved grandson or granddaughter». It is actual compilation multimedia book «The values of my family». Interesting and informative are adults and children reasoning on philosophical themes such as «The Love», «The Friendship», «The Understanding», «The Caring», «The Wisdom», etc. To develop virtual excursions and walking «The children and ancestors», as well as the creation of multimedia presentations, family celebrations through photos from the family archive. Forms and methods of such work are unite educators, children and their parents and grandparents in interaction, equity positions of the partners.

Thus, the implementation of psychological and educational activities in collaboration with the multigenerational family helps to ensure the best possible conditions in which a child acquires knowledge of values, ideals, models, rules of conduct in society, leading to the successful formation of the personality in the process of socialization.

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**CID: J21206-667**

**V. A. Yakymchuk**

**PSYCHOLOGICAL PECULIARITIES OF CORPORATE CULTURE  
ORGANIZATION INFLUENCE ON THE DEVELOPMENT OF EMPLOYEE  
MOTIVATION**

*Kiev National Economic University by Vadym Hetman*

*The article describes the essence of the corporate culture organization, and some features of its staff motivation. Focuses were made on the psychological characteristics of the relationship of corporate culture and organization staff motivation..*

*Keywords: corporate culture, organization, staff motivation, influence, development, corporate culture type, structure of the corporate culture.*

The problem of maintaining and development of employees' motivation is one of the key for each organization throughout its life cycle. In its turn, the corporate culture of spontaneously evolving characteristics of the organization is transformed into an instrument of deliberate human resource management. On this basis, the interest to corporate culture as a nonmaterial motivation stimulation factor increases, that, in fact, underlines the relevance of our research.

Many native (M.D. Ronzina, V.A. Makeev, T.A. Lapina, M.Yu. Kozlov, V.P. Sladkevich, N.V. Samoukina) and foreign (Zh. Nyutten, K.S. Cameron, R.E. Kuin) scientists are paying due attention to the corporate culture in their works on the subject of employees' motivation in the organization. They consider that the corporate culture is "one of the most effective means of attracting and motivating employees" (V. Makeev, "The structure of the corporate culture organization").

Taking into consideration the views of the scientists, we will focus on the study of corporate culture psychological characteristics that influence the development of employees motivation.

Scientific discussions occur in understanding of the corporate culture as an attribute, which is owned by organizations, or as a metaphor that is used to describe

what the organization is. This question is considered by Kim S. Kameron, Robert E. Kuinn in "Diagnosing and changing of the organizational culture." Using the term "corporate culture" one may meet a number of disagreements. For example, some scientists identify the definition of organizational culture with the philosophy of organization (G.L. Haet), others – with the business creed (N.V. Samoukina). In our opinion, both these positions can't be considered as thorough, because they both reflect more the individual components of the corporate culture, not its complete structure.

We suppose that corporate culture is a specific for the organization set of value orientations, norms, rules of conduct and their other elements, which are expressed through the employees' behavior, so much as the symbols, products, slogans that characterize the activity of the company. Many scientists in their works also use the term of "organizational culture". It is important to understand that corporate culture exists in every organization irrespectively of its purposeful formation or just its existence understanding.

Together with the definition of corporate culture we must consider the concept of motivation. In the broad sense, motivation is "a set of driving forces that brings people to perform certain actions". In the context of human resource management, motivation – "is a function of leadership, which consists in the formation of employees' stimuli to work" (V.P.Sladkevich "Motivational Management").

Corporate culture has a number of components, which in general, are the source of non-material motivation. Its structure is composed by a lot of components, the main of them, in our opinion, are: the value markers, organization philosophy, particular style of organization, organization rituals, its history, etc. The relationship between corporate culture and employees motivation is objectively determined by their common goals aimed at creating a specific work behavior that promotes personal and organizational development. Unfortunately, modern science has not yet developed certain basis to integrate the structure of corporate culture and employees motivation in the whole system.

Summarizing the written above we plan to conduct empirical research, which

will be attended by employees of The London School of English. In order to achieve the results we have selected and justified the following research tools: author's profile (based on a questionnaire designed by D.G.Lavrinenko to identify socio-psychological characteristics of professional orientation), OCAI methodology (Organizational Culture Assessment Instrument), a Hofstede-Bollinger questionnaire, MUN methodology by A.Rean and also the author's questionnaire to identify the key components of corporate culture (designed on the basis of D.G.Lavrinenko's theoretical views).

Our goal was to determine the direction of employees motivation and type of corporate culture dominant in the organization, and also to analyze the relationship between the type of corporate culture and the level of staff motivation. The key hypothesis is based on obtaining the reliable results, within which it is expected to define the clan type of corporate culture, and employees motivation will focus on the success achievement, and its level will be higher than the average. Trying to predict in this direction was made by us while the organization visiting (one of the corporate culture diagnostic tools).

Thus, having analyzed the essence of the corporate culture we can say with certainty that it is an inherent part of the organization, and has both positive and negative effects on the employees motivation. Corporate culture nonmaterial components, such as values, norms, organization philosophy form the staff realization of their role in the organization, certain behaviors and the atmosphere in the team, and the most important – they affect the level of their motivation.

In our opinion, promising direction for the further research is a concrete study of the main corporate culture components and its influence forms on the employees motivation and also the identification of specific subcultures that exist in the organization and characteristics of their interaction.

**CID: J21206-768**

**Romanenko L. A.**

**Psychological – pedagogic perfection as a condition of personal and professional development of a future specialist**

*Khakass Technical Institute - branch of Siberian Federal University.*

*This paper considers the sense of up-to-date professionalism and the role of an individual in his forming.*

*Key words: psychologic – pedagogic perfection, professionalism, an individual, a specialist.*

An acute problem of psychologic – pedagogic development of a future specialist rose exactly nowadays in connection with innovation in the education sphere. For the future specialists the problems of realized and person – oriented choice of a profession, getting high-quality professional education, professional growth and self-perfection moved out onto the first place.

Analyses of requests to a specialist in XXI century, being worked out by international organizations (1) give right to affirm, that psychologic-pedagogic knowledge lie in their base, profession of which, on the one hand, is the indicator of the level of a person's educated state, his culture, and on the other hand, permits to adapt in professional and social status.

Psychology allows a person to look at his weak and strong features, to set high, but accessible goals, to help to transform person's spontaneous formed views into thorough considered, well-grounded knowledge of another person, of oneself. Pedagogics – to find adequate means for their achievement, to arrange one's own way to the top of competency, reserving and developing one's individuality.

Moreover, changes in the sphere of professional knowledge create the necessity of constant study, laying special stress on self – education, that involves the development of professional and personal component of a future specialist. A person, who has one's own logic, architectonics of capabilities, needs, conditions, has to rebuild it in accordance with the requests and stipulation of a whole profession

structure.

Thus, psychologic – pedagogic perfection will allow to expose these or those appearing true positions and direct a future specialist to their rethinking; start up the mechanism of realized observation and self – observation; help to realize and to adapt the right of people to be different, refuse a wish to do anew all the people in his own image; to become a psychologist and a teacher for one’s associates and first of all for oneself, create the conditions for professional development of a future specialist.

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**CID: J21206-901**

**Lavrynenko D. G.**

**SOCIO-PSYCHOLOGICAL ASSESSMENT CHARACTERISTICS OF  
THE MOTIVATION COMPONENT IN THE STUDENTS PROFESSIONAL  
ORIENTATION WHILE ITS FORMATION**

*Kyiv National Economics University named after Vadym Hetman,  
Institute of Psychology named after G.S.Kostiuk of the NAPS of Ukraine*

*This paper describes the socio-psychological assessment characteristics of motivation of the educational activity as a component of the professional orientation of students.*

*Keywords: motivation, educational activity, professional orientation, assessment, task, component.*

An important social and psychological factor of the professional orientation dynamics may be its motivational component assessment, resulting in the quality of student's educational activity.

Student motivation assessment in the process of teacher's quality control of the certain tasks performance is concerned with the consideration of a large number of direct and indirect motivational components. Estimating these components it is necessary to consider a number of social and psychological particular qualities. We consider it advisable to describe these components and features briefly.

1. An emotional response while the task receiving. For example, unexpected verbal and nonverbal student's expression of interest to the content, process and outcome of the task will point at the interest of the task specifics or personal identification with its content, which in its turn can positively affect the degree of manifestation of other components described below.

2. Constructiveness and effectiveness of the individual student consultations with the teacher at the time of task receiving or in the process of its accomplishment. Here only the quality of student resort for advice makes sense (relevant, informed and insightful questions, request for extension/specification of the task context, etc.) but not the number of appeals. If student handles the task independently, this component may be absent and therefore can't be evaluated.

3. The term of the task executing. The task accomplished in advance should be estimated with a slightly higher mark (the increase of the mark should be inconspicuous with the purpose to maintain the balance of the assessment system and socio-psychological climate in the group), completed on time – with the settled assessment criteria, done later – with a little lower mark or not to estimate at all (it depends on time of delaying the task).

4. The way of the task representation. For example, a writing assignment, which was done by some students orally but at an appropriate level (often even higher level than others ), we should apply common assessment criteria.

5. The emotional background of the task representation. For example, similar to the first component, brightly expressed student's interest to the content of the presented task will show either the interest to the task subject or personal identification with its content, which in its turn will positively affect the learning and skills mastering success.

6. The presence of links to personal experience in the content of the performed task. For example, while the task presentation student gives plenty of examples related to his life situations in which he was. Thus, the theoretical basis of task can be actualized in the moments of referring to the personal experience that somehow ensures the quality of learning and mastering skills.

7. The duration of the task presentation. It should be noted that the duration should correlate with the pith of the task performed and the number of students to be assessed.

8. The content creativity level of the performed task. For example, instead of a full answer to the question student has written and presented a scientific work that answers the question. Of course such a work should be estimated with a slightly higher mark (the increase should be deliberated with the purpose to maintain the balance of the assessment system and socio-psychological climate in the group).

9. The correlation of quality and quantity indexes of information sources that have provided the task accomplishment. For example, two written works performed by students with an equal number of references to the Internet resources in one and to the scientific literature in another should be assessed with the same high mark by the quality of these sources, ethics of references, accuracy of bibliographic descriptions design, topical correspondence of articles, etc.

10. The desire level to perform similar tasks in future. For example, student's willingness to participate in a scientific conference on the subject of the performed task must also be a component of assessment.

Thus, the motivation of the educational activity of students stands as one of the structure components of their professional orientation, one should consider all social and psychological characteristics described above in the assessment process.

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**UDK 159.9.07**

**Kushnirov P.V.**

**P.KUSHNIROV'S EXPRESS-TEST «YOUR PROPENSITIES, THE STUDENT?»**

*Sumy state university*

*Any person has a propensity to a certain kind of activity, for example, to work as the organizer, the researcher or the executor. Presence of the specified propensity can be defined by means of various techniques, in particular, by the offered express-test.*

*Keywords: test, student, propensity, activity, organizer, researcher, executor.*

The determination of propensities to a certain kind of activity of studying youth, in particular, students of various specialities, is enough an actual problem. It allows to carry out, on the one hand, forecasting most an effective utilisation of the put in student potential in the further activity of the graduate (for example, whether has sense to arrive to it in postgraduate study and to be engaged there in scientific researches, or it is better to go to it to work as the usual executor without «creative» loading). On the other hand, revealing of certain propensities of students to one kinds of activity, and, accordingly, absence of propensities to other kinds, gives the chance to introduce at a training stage corrective amendments in educational tasks for the purpose of development just those qualities which «are present» at the examinee insufficiently.

The specified express-test has been developed by the author for definition of propensities of students to a certain kind of activity - namely, to work as the organizer, the researcher and the executor. The test was tested on students of Faculty of Technical Systems and Energy Efficient Technologies of the Sumy state university.

\* \* \*

**The express-test «Your propensities, the student?»**

*(by P.Kushnirov)*

**1. In student's years I**

*A* - easily I cope with supervising duties (heads of educational group, the trade-union leader, etc.);

*B* - responsibly I carry out single public tasks;

*C* - with pleasure I participate in release of the wall newspaper or in cheerful performances.

**2. I prefer to look telecasts**

*A* - entertaining or where it is not necessary to think much;

*B* - about new discoveries and novel secrets;

*C* - about the organisation of salvage operations at acts of nature.

**3. The true sports are:**

*A* - boxing;

*B* - run on long distances;

*C* - figure skating.

**4. At performance of educational tasks most of all it is pleasant to me:**

*A* - accurately to organise the operating schedule so that to do all in time;

*B* - to carry out a research part;

*C* - to type the text or to draw drawings.

**5. At performance of educational tasks I**

*A* - itself I find answers to all questions, using the literature and the Internet;

*B* - often I address for consultation to classmates;

*C* - often I advise other classmates.

**6. I try to do course works and projects**

*A* - rhythmically, according to the schedule;

*B* - quickly, even ahead of schedule;

**C** - creatively, offering some variants of the decision of problems.

**7. If I have asked to invent something new, I:**

**A** - with interest would be engaged in this work;

**B** - most likely would refuse this work;

**C** - has involved in the decision of this question of experts in the given area.

**8. I like to carry out educational tasks**

**A** - under methodical instructions, with the detailed description of sequence of actions;

**B** - demanding non-standard approaches and original decisions;

**C** - because thus I even have a passion and «the portion of adrenaline is injected».

**9. When our student's company goes on picnic, I usually:**

**A** - itself I define a place where it is better to stop and where to plant a fire;

**B** - I collect brushwood and branches for a fire;

**C** - I check, whether the potato in ashes has baked already and whether the meat kebab has burnt slightly.

**10. If on the same picnic I have decided to photograph an ancient oak, I**

**A** - I build the friends near a tree so that all of them have got to a shot;

**B** - simply I photograph a tree «in all growth»;

**C** - I search for an interesting foreshortening (for example, the beam of the sun which is making the way through foliage of a tree).

***To count up quantity of points:***

<b>Question</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>

3	3	2	1
4	3	1	2
5	1	2	3
6	2	3	1
7	1	2	3
8	2	1	3
9	3	2	1
10	3	2	1

If you have typed **more than 24 points**, you are *an organizer*. Since childhood you like to supervise over associates and to be «ringleader» in different situations. It is heavy to you to perform boring monotonous work, especially without a wide range of friends or obedient to you subordinates. To you give a superiority palm tree to the organisations of any actions with what you consult easily and productively.

Only do not forget, that is frequent «the power spoils people» - those whom you operate, too have the right to have their opinions, and it should be considered too once «not commit follies».

**From 17 to 23 points:** you are *an executor*. You comfortably feel in situations when the big responsibility is not required and there is no necessity of an excessive nervous tension. You carefully and methodically carry out huge amount of works, than cause respect of associates. If near you there is a good manager and «the generator of ideas» - that your collective is invincible.

It is necessary only though sometimes to try to be pulled out from a train of «grey everyday life» and to show talents dozing in you which existence the most people close to you guess only.

If you in the sum have typed **less than 16 points**, at heart you are *a researcher*. You have live, nimble mind. You are inquisitive and omnivorous. At you a wide

range of interests, and more all you prefer «to dug» it would seem in firm foundations and to find there «weak places». Your thoughts and offers are often so new and unexpected, that not always find understanding at associates.

But you cannot forget and about «fleeting life» - about simple things and about people to whom you contact. «Space flights» thoughts it is good, but communication with «earth» should not interrupt.

\* \* \*

The analysis of validity P.Kushnirov's express-test «Your propensities, the student?» has shown enough correlation with existing tests and questionnaires on similar subjects («The Questionnaire of professional propensities L.'Ovaisha in G.Rezapkina's updating»; «Diagnostics of communicative and organising propensities (KOC-2)»; «The Test of John L.Holland on definition of professional type of the person in G.Rezapkina's updating»; «To command or to submit?», etc.). As the test defines presence of propensities only to three kinds of activity - to organising activity, research activity and work as the executor it does not apply for full coverage of all possible professional qualities of examinees. Therefore the given express test can be recommended for preliminary and rapid express researches.

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**Arefeva A.V., Grebneva N.N.**

**THE CORRELATION OF MEMORY, INTELLIGENCE AND SUCCESS  
IN STUDY INDICATORS OF STUDENTS OF PEDAGOGICAL  
SPECIALTIES**

*Tyumen state university*

*In the given work the correlation of intelligence, short-term and long-term memory indicators and the specialty chosen for students' training at Tyumen state university are revealed. The established laws allow predicting successful mastering of professional skills.*

*Keywords: intelligence type, memory, the student, success of training, a trade.*

Nowadays there is a tendency to get higher education, where the decisive criterion is the availability of budgetary places and the simplicity of entering the university but not the interest to the chosen specialty. The discrepancy between psycho physiological features of a person, in particular, features of memory, type of intelligence and the curriculum maintenance complicate process of adaptation of students to training in high school, especially at the beginning of their study which is expressed in mass class missing, loss of interest to training, bad indicators of the intermediate control and the presence of academic debts. It negatively affects the general psycho emotional background and indicators of physical health.

In our work mutual relations of following factors are investigated: psycho physiological features of a person, prevailing disciplines in the curriculum in the chosen specialty and the students training success. Individual memory indicators of students of 17-18 years during their 1 and 2 years at Tyumen state university, studying "Logopedics" with an additional specialty «Special psychology» and a direction "Pedagogics".

The leading type of intelligence is defined, the curriculum including blocks of disciplines, assuming domination of concrete psychophysiological features of the person, such as verbal and linguistic types of intelligence, and also well generated short-term both long-term visual and acoustical kinds of memory are analyzed. All process of training is focused on these indicators in modern secondary and higher educational schools.

By the results of research it is established, that interpersonal type of intelligence (35 %) is domineering among the surveyed students, less widespread - intrapersonal (20 %) and linguistic (20 %), and also visually-spatial (15 %) types of intelligence. Such results have been expected, as the future specialty of students (the teacher-logopedist, the teacher-psychologist) assumes the prevalence of these types of intelligence.

The students showed three prevailed kinds of memory: short-term figurative memory at 26 %, long-term figurative memory at 25 %, and also a short-term visual memory of 20 %; less widespread there was a prevalence of short-term acoustical

memory (13 %), a long-term visual memory (11 %), long-term acoustical memory (5 %).

Students with such types of intelligence have the following peculiar kinds of memory:

- Visually-spatial - long-term figurative, short-term figurative, and also a short-term visual memory; the visually-spatial type of intelligence assumes, that the person should be guided well in space, remember images that corresponds to the results received by us;

- Linguistic - short-term figurative, acoustical, visual and long-term figurative memory; people with the expressed linguistic intelligence like to read, easily remember verses, have good verbal memory on names, dates, places, and also love verbal games; they memorize any material better while reading than listening to it; for this reason at our research girls with such type of intelligence visual, acoustical, and also figurative types of memory dominate;

- Interpersonal type of intelligence implies short-term, long-term figurative and short-term visual memory; this type means the ability to work in a group on the terms of cooperation, and also ability to verbal/nonverbal dialogue with other people; a person with the domination of this type of intelligence is capable to distinguish feelings, mood, a sincere condition of other people, and also to use this information in management of behavior [2].

Dominant types of intelligence and those qualities which accompany each type, show the conformity of personal features of students to the requirements which are shown to them by the chosen specialty - the teacher-logopedist and the special psychologist.

First is the ability to communicate with a child, especially it concerns the category of children with problems in development, with their parents, the ability to reveal mental and speech infringements, to choose the right methods of correction. However, indicators and prevailing types of memory of students, and also the structure of the curriculum including the big block of natural-scientific and medico - biological disciplines, allow to predict difficulties in process of training, as is proved

by the analysis of rating sheets of the intermediate control.

The data received as a result of our research, show certain authentic communication between a prevailing kind of memory and dominating type of intelligence of students. The problem, certainly, demands further and deeper study.

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**CID: J21206-774**

**Borodzich E.V.**

### **Statistical physics and sociology**

*The report considers the possibility of application of a statistical physics methods in sociology and analogy between people and the fundamental particles aiming allowing to view allocation of the material and spiritual blessings in society and to understand its historical development.*

*"Statistical physics", "society", "energy", "particle", "allocation", "mode".*

## Mankind prehistory - history of intraspecific struggle

(Rephrases of Marxism classics)

Sciences division to natural and social ones which originates the set of sociological schools with essentially various points of view causes clear irritation. The statistical physics (SP) application allows to eliminate the multiplace approach to sociology. A few things are needed for its application - a great number of interacting particles, random character of interaction between them and a quasi-equilibrium condition of ensemble of these particles. The first and the second requirements for ensemble society are quite satisfied: at  $N \sim 10^8$  "particles" - people in ensemble - society, the error of an estimate of its integrated performances is equal  $N^{-0.5} \sim 10^{-4}$ , i.e. the 100-th share of percent. Randomness of interaction is postulated, at least under market conditions in society. **Difficulties** of Statistical Physics application are related to especially unclosed and non-**equilibrium** society state as well as features of its "particles" and interactions between them. The society as ensemble non-equilibriumness is so significant that the civilization will be forced to carry out expansion to Space with nearby light velocity in just five thousand years in order to maintain the current constancy of an exponent of consumption.

Unlike interaction (concussions) **of identical particles** of ideal gas or molecules with the certain properties, the variety of people and their mutual relations (interactions) seems to be unlimited in ensemble. However, a person to a fundamental particle contraposition is historical to some extent. In «The Universe on Newton»<sup>2</sup> atoms were represented as solar systems<sup>3</sup> with probably occupied planets. Its appropriate to mention here V. Lenin who did not make any doubt about inexhaustibility of an electron.

The most important feature of SP-ensemble of particles is their distribution by energies. For society it is necessary to spot concepts of energy and a degree of freedom. In rough approximation an energy equivalent should be **benefits** of one person and an equivalent of degrees of freedom – the person's **necessity for** any benefits.

It is necessary to distinguish the saved up benefits and gained in unit of time

benefits (income). In the first case we should consider distribution by value of energy, in the second –distribution by value of power which is not met in SP. Degrees of freedom (necessities of the person) are divided to *material and spiritual ones*. Since both of them are quite measured by its cost they have "dimensionality" of the benefits. It is essential that in society, unlike SP-ensemble, degrees of freedom (necessities) are not saturated by energies (benefits), and a level of a saturation of degrees of freedom is different from person to person.

While in SP-ensemble particles during exchange of energies are indiscernible, in society interaction between people (an exchange by benefits) can turn out to be tragedy or good luck, essentially changing character of distribution and property of "particles" (homeless and oligarch are extreme examples of consequences of such interactions). Unlike SP-ensemble a person - particle as a rule "feels" its status in society.

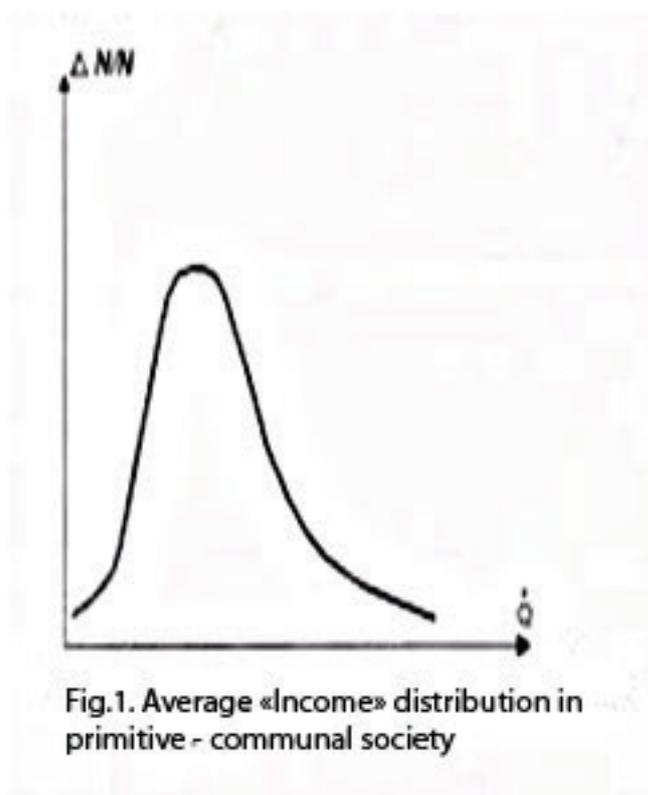
Without chemical reactions number of particles in SP-ensemble is constant; number of persons in society is only approximately stationary (because of births and death) and with a changing set of degrees of freedom (necessities) due to values changing in time. Moreover, society unlike SP-ensemble of particles should be described by **many** distributions characterizing its various features (by "energies", "powers", by material or non-material benefits, by benefits manufacturing per a person, by a saturation of separate degrees of freedom and many other things).

Certainly there exist many another distinctions between SP-ensemble and society. Nevertheless usage even of the most "primitive" distributions helps to understand and explain essential society features and even its evolution. So evolution of distribution of benefits (between all degrees of freedom) helps us to understand society historical development. For primitive - communal society the distribution of the specified benefits is almost random because of their acute shortage (one founds and eats at once). The distribution is characterized by bell-like function of Relevsky type:

(fig.

1)

$$\frac{\Delta N}{N} \sim aQ^b \cdot \exp(-CQ)$$



□ ... - power (the benefits per unit of time per person) on all its degrees of freedom - requirements (for example, quantity of calories a day). In this society, possibly, there were also the bimodal distributions corresponding patriarchy and to matriarchy (fig. 2). It is a pity that there were no statistics then. The distribution description was confirmed by summer 1954 experiment in pioneer camp Issary (over Yalta) when 3 groups with 30 members in each gathered mushrooms. Because of mushrooms "deficit" in forest the histogram has appeared monomodal, as in drawing 1.

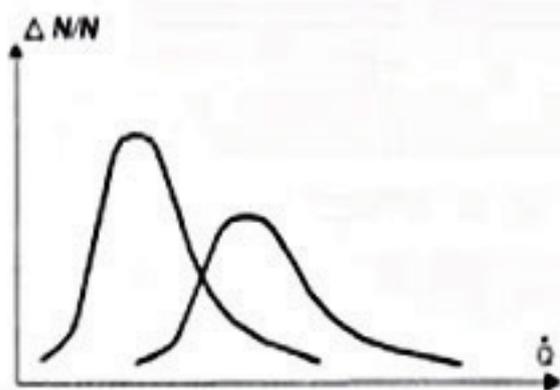


Fig.2. «Income» distribution for men and women

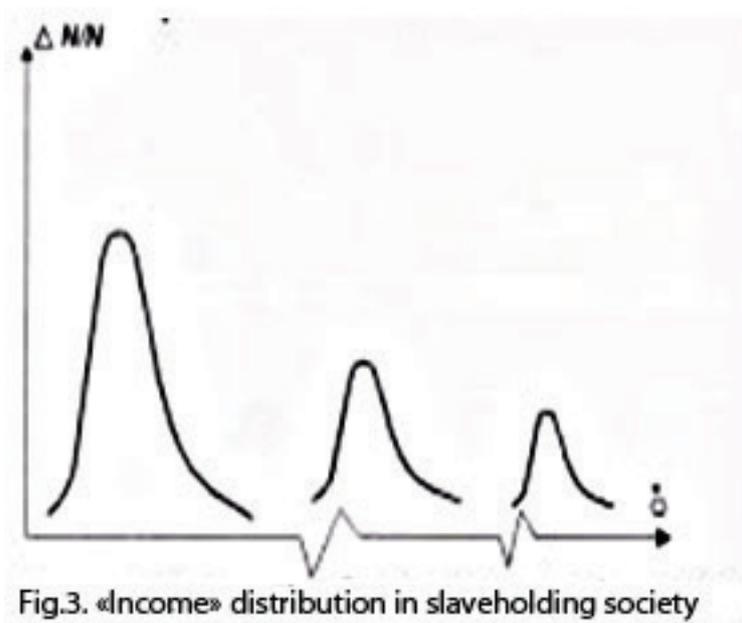
It is curious that during the experiment cases of mushrooms depriving were registered.

The random distribution of the benefits (monomodal) now is considered fair. Disputable cases are solved by lots often.

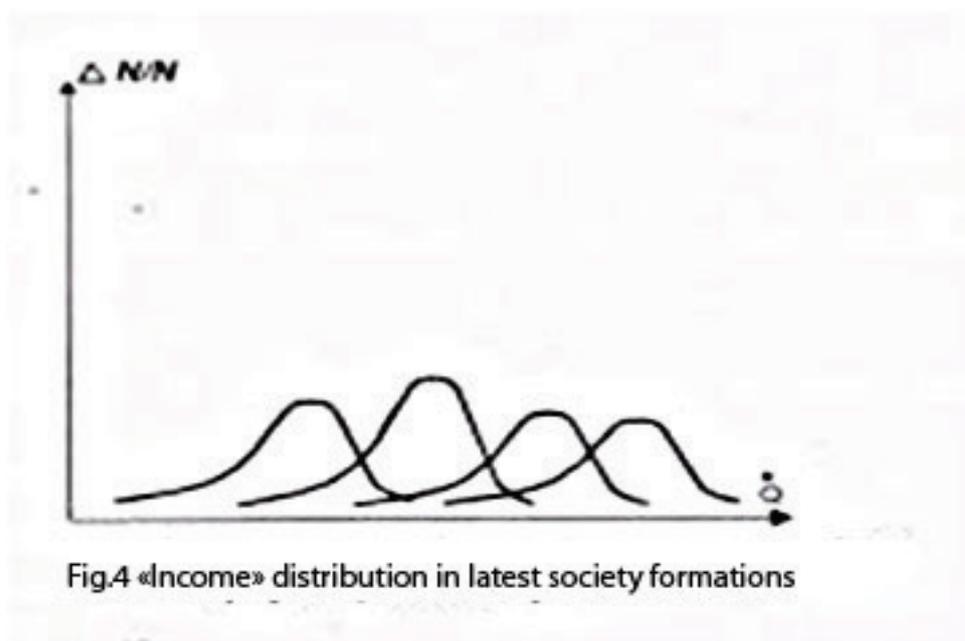
Surely analytical expressions of the distributions will be given their authors shortly.

Let's note that *spiritual necessities (spiritual degrees of freedom)* and the *spiritual benefits* satisfying them have appeared in an extreme antiquity (rock paintings, ornaments). Probably, they existed even before Homo sapiens (ravens, for example, select brilliant things, and some birds skillfully decorate nests). With growth of labour productivity humans began to yield more benefits they are able to consume and therefore it became favourable to convert them to slavery (valid opinion of classics). Seizure of more feeble humans with their benefits and rebel destruction gave origin to a slaveholding society. Such interaction in society as violent redistribution of the benefits is a version of intraspecific struggle. In **such** society there are at least **three modes**: two of them correspond to different classes, the third provides safety of extreme modes, (fig. 3). This intermediate mode plays a role of the "adiabatic" shell maintaining either a difference of pressures or a difference of temperatures or a difference of concentrations. In societies the role of "steel cylinders», "calorstats" is carried out by police, courts, army, customs and government structures adjoining them. The part of the benefits yielded in society belongs to these structures **maintaining non-equilibrium** or an inequality of society

members. Certainly the part of benefits corresponding to representatives of the intermediate mode is also a measure of society inequality and a measure of effectiveness of this "adiabatic membrane" or the violence machine in society.



The subsequent stages of society development of - feudal and capitalist (democratic) are caused by growth of labour productivity, more manifold intraspecific struggle and increasing of quantity of modes (social classes and layers), fig. 4. Apparently later stages of society are characterized by the increasing number of modes. Such a tendency is confirmed by failures to build «military communism» (with distribution like  $\delta$  - function) or another «fair» societies. The counteractions to attempts to build a so-called socialism have led V.Lenin to a deduction that «the peasantry every second and every minute gives rise to capitalism». And it was noticed by the person unfamiliar with SP. However, such universal distribution for society is hardly realizable during foreseeable period of time and the reason is covered in radical feature of the human.



In itself growth of labour productivity, apparently, does not exclude monomodal distribution of the benefits in society. Moreover, after "adiabatic membrane" fracture (social revolution) when transiently a monomodal (casual) distribution of the benefits appears and «who was nothing become everything», a polymodal, non-equilibrium distribution arises again by itself. In SP-ensemble the situation that after shell fracture the imbalance arises again by itself is not possible (infringement of the second beginning of thermodynamic!).

Polymodality occurrence in society is explained by the existing hierarchy of individuals in communities in fauna. It is shown in the exciting book of RemiShoven «From a bee to a gorilla» [1]. Here is the hierarchy example: a chicken brood in which the hen  $\alpha$  beats everything, a hen  $\beta$  - everything, except  $\alpha$ , etc. Particularly this fundamental property of fauna (and humans belong to this world) generates polymodal allocation of the benefits in society after revolution. If K.Marx and his classical associates knew this property of society slogans about equality and brotherhood would not have appeared. However when the human nature, probably, will change considerably and the incredibly high labour productivity will provide abundance of all benefits then monomodal distribution can take place. In the same 1954 in the same camp the same children collected cones for a fire. Because of an abundance of cones in a pine wood distribution of the cones collected by children has

really appeared monomodal, and there were not any cases of deprivation of cones.

Existence of expressed intermediate (government power) modes is related not only to deduction of a social inequality in society, but also to deduction of various states of the close societies (to keep «gold billion»). Migration through imperfect "adiabatic membranes" to more provided societies (drain of brain and enterprising people) leads to the "selection" that causes development of some societies and degradation of other ones. The energy of particles increase in SP-ensemble leads to increase of its *temperature*. Temperature is a parameter characterizing the **spread** of energy over particles in Maksvell distribution. The *temperature* to which the *spread of the benefits in the distribution* presented by bending around on all modes of real distribution corresponds also grows in society with growth of labour productivity and manufacturing of goods. It is easy to see that a rise of temperature in society leads to the relative reduction of the area under left (from a maximum) part of distribution, confirming, noticed by K.Marx, the relative impoverishment of masses during the growth of riches of all society. Spread of the benefits in society( the temperature) explains impossibility of the general equality showed by the distribution of gained and yielded benefits in society from a position of thermodynamics. The third beginning of thermodynamics (the theorem of Nernst) forbids the realization of zero temperature if the distribution function is  $\delta$  - function. (Integration of spectroscopic densities of all frequencies that form  $\delta$  - function, leads to the infinite powers that cannot exist in real world).

As it has been stated, in society there are two groups of degrees of freedom - **materialand spiritual**. The existing hierarchy in society leads to a situation when «the first letters»:  $\alpha$ ,  $\beta$ ,  $\gamma$  try to occupy in distribution of material benefits as right (in both direct and figurative sense) places as possible. These individuals - Homo raptor - *leaders* (Brezhnev, Yeltsin), often conflict with  $\alpha'$ ,  $\beta'$ ,  $\gamma'$  and other *leaders* (Lenin) who surpass not hatched with intelligence. To "curb" them using only «the state modes» is impossible - "reference" **to the higher force** demanding humility is necessary. This force in society is represented **by religion**, the spiritual power which provides "adiabatic membrane" over spiritual degrees of freedom along with the

secular power. Sometimes these authorities outperform each other with quite material modes.

It is curious that in the USSR the secular (Soviet) power yielded to spiritual (CPSU) which did not need second spiritual (religion). The cancelling of article about a supervising role of the CPSU, naturally, has led to disorder of the USSR (not without help of exterior and interior "friends" of equality and a brotherhood). Unlike the religion based on the Higher force which existence it is impossible neither to prove nor to deny the ideology of the CPSU was denied every minute and every second by millions its members.

The spiritual benefits as well as their customers - spiritual necessities (degrees of freedom) frequently strongly sin with groundlessness of an estimate of these benefits. Immortal works and skilfully advertised scandalous hand-made articles such as a black quadrate are sold at auctions for the multiplace totals.

Unfortunately subjectivity is peculiar also to a science. A wild example is remembered: in "Nature" magazine the publication that in  $10^{94}$  years the Universe becomes iron has took place. For such time in general it is impossible to predict anything: singularities are possible and the physical laws may change. In fundamental science paid by the state it is impossible to "involve" the first men from the street: fundamental does not mean useful in  $10^{94}$  years.

The hope for the objectivity of the market while estimating this or that benefit is valid only in zero approximation. The market would hardly had revealed demand for the nuclear weapon which has provided the most valuable benefit – the preservation of all societies. State regulation is necessary also because labour productivity growth does noncompetitive the increasing number of people –it is *the* inherent contradiction of market relations. People *should be paid*, as N.Wiener warned, *for being people*. Not less funny situation arises at getting such unique achievements as  $F = ma$ ,  $E=mc^2$ ,  $\lambda= h/mv$ , etc., for which there is not enough benefits created by societies to pay off, and their creators could not have used them - there would not have been enough "necessity" of all their degrees of freedom. On Marx, inheritance is not reasonable, there is no analogue for it (inheritance) in SP–ensemble either. Charity

that is also not presented in SP-ensembles is not natural also. Possibly this is the reason why B.Gates leaves to successors of  $10^7$  dollars, and the rest  $10^{10}$  dollars - to society.

The **objective estimate of the created benefits can be done with determining the change of entropy that takes place.** The modern level of knowledge and computer facilities possibility can quite solve this problem. As a result ***probably necessity for the market relations*** setting the price of the benefits and demand for them (market function) ***will disappear*** probably. By definition entropy  $S = k \ln P$ , where  $k$  is a Boltzmann constant, and  $P \geq 1$  thermodynamic probability. It is determined by number of variants with which the given state can be realized. For SP-ensemble it equals a number of energy distributions of particles on condition of a constancy of a total energy. Certainly, even the logarithm of the given number is great. However, if all particles have identical energy, such allocation one  $P = 1$  and

$$S = k \ln (P=1) = 0.$$

However, the theorem of Nernst forbids such state, since it is characterized by zero spread of energies ( $\delta$  - function), i.e. zero temperature. In society ***all activity guided on its development, is related to entropy reduction***<sup>5</sup> beginning from reception of more and more pure substances and finishing by uncertainty reduction in knowledge (reduction of number of alternatives). Society evolution can be presented as trajectory on the diagram  $|\dot{S}|, T, t; t \rightarrow \infty, \dot{S} \rightarrow \infty$  и  $T \rightarrow \infty$ . CPSU has artificially reduced  $T$  (spread of benefits in distribution) and  $|\dot{S}|$  (labour productivity) which resulted in rejecting USSR to technologically backward countries. On the other hand unnatural **oligarchical mode** in distribution of the Russian benefits after Soviet Union disorder has cost much for Russia. In this connection we will score an incorrectness of an expedient of evaluation of a social inequality under the relation of incomes of 10 % of the richest and poorest parts of society. This relation hides the income of the monstrous oligarchical mode whose origin is related to truly devil nature Homoraptor.

Let's mention the feature of an benefits exchange in the spiritual degrees of

freedom which does not appear in SP-ensembles. This exchange is related to growth of the spiritual benefits at both interacting parties—both of them assess all knowledges after transmitting. At last if Serdobolsky is right the exit of human to major Space will demand another qualities from "colonizers". Possibly there will be an alignment of degrees of freedom (requirements) by means of genetics, cloning and other technologies at abundance of the blessings. It will lead to the allocation aspiring to  $\delta$  - functions not at  $T=0$  but at  $T \rightarrow \infty$  which is not forbidden by the theorem of Nernst, fig. 4.

Evolution of bending around polymodal allocations  $T_1 < T_2 < T_3 < T_4 < T_5$  where growth of temperature  $T$  in due course contains a maximum characterizing the peak spread of benefits, i.e. the peak inequality in society. The further growth of the benefits in society will be accompanied by temperature depression, i.e. reduction in it of an inequality and temperature tending to  $\delta$  - function.

Then the history of those who will inherit human reasoning and the Earth will probably become fantastic reserve.

This article can not be valued even as table of contents to the mentioned huge theme. Analogues of many thermodynamic parameters, kinetics questions, in particular analogues of chain reactions are not considered: a panic, an excessive demand; ecology questions (proportional to the income consumption generates a waste). Also changes of manufactures, industrial and information stages of societies remained without attention. The matter concluded in abundance of non-saturated degrees of freedom (requirements) of the author, especially in youth. Someone certainly will go further.

Deductions.

1. The monomodal society is most "democratic".
2. Members of society should have the right **to know the true distributions and origins of modes**.
3. Micromodes specify either corruption or an irregularity of local market relations (payment does not correspond to the changed entropy)
4. The legislator *should* consider the areas of each mode.

5. The government *should* transform distribution to monomodal (not to  $\delta$  - functions).

6. The assessment of activity of the Legislator and the Government should be performed by success in transformation of distribution for elective term.

**Notes (footnote).**

1. About this and much interesting subjects is told in the article of Serdobolsky (employee Institute of Physics the USSR) in the book «the World by the young scientist's eyes». On materials of the First conference of young scientists. Moscow. 1965г.

2. According to A.Clark's forecast the mankind will fill sphere round the Sun with radius of a ground orbit (1 astronomical unit).

3. That was read, apparently, in 1947 in the torn up to pieces volume ...

4. N.Bor with his planetary model of atom had the great predecessor - I.Newton.

5. A civilization with success carries out function of a demon of Maxwell choosing met fluctuation in a macrocosm.

6. Possibly, the information from superior civilization is transmitted by  $\gamma$ -quanta arising at an annihilation of an electron and a positron, uniting the past and the future (paradox of Willer).

The literature.

1. R.Shoven. "World", M, 1965, p. 291

2. N.Wiener. «The creator and the future», AST, p. 177.

**CID: J21206-256**

**Pavlova S.**

**SELF-DEVELOPMENT AS SOCIALLY-SPECIFIC FEATURE  
PERSONS**

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Grigorevicha and Nikolay Grigorevicha Stoletovyh*

Article is devoted features of motivational sphere of students, acquisition of knowledge, skills for their realization in the future trade. Results of research experiment are presented.

Keywords: motivational sphere, educational-professional activity, negative conditions of the student, emotional sphere.

Let's consider briefly some features of the motivational sphere. According to students, the purposes of their higher education are acquisition of a certain sum of knowledge, skills, realization of the right for carefree student's years, obtaining the diploma and a draft deferment. For girls alternative to training is the beginning of labor activity to what each graduate of school is psychologically ready far not. Despite big discipline of girls, their assiduity and diligence, very disputable there is a statement that at them is more than desire to study. Study is represented to the girl both more habitual, and easier alternative to work.

Motives of choice of profession make a certain impact on educational activity in higher education institution, but as it appeared as a result of special researches, the adaptable period is accompanied by serious changes in the motivational sphere. Dynamics and variability of educational motivation is connected with a variety of reasons. It and incorrect initial motivation of a profession, and as a result - its smaller appeal, and also study in group where there are no expressed motives either to educational, or to professional activity and where the worst progress comes to light.

Sore point for high school system of training is the question of negative conditions of students. Failure expectation is accompanied by such mental conditions, as uneasiness, a stress, a depression, excitement, concern, shyness. The supervision carried out by us showed that from ten students six of them suffer shyness. In the USA, Japan, students are much more self-assured than Germany where similar researches were carried out. According to psychologists, shyness, excitement, the negative experiences accompanied by external indicators (reddening, tap of a sight from the interlocutor, trembling of a voice or hands, etc.), aren't too harmless, especially for the future teacher which our high school plans to prepare. Ability to operate the emotional condition is very difficult for overestimating for any person,

any age, any trade considerably is more self-assured.

The made experiment has resulted in the following. We have broken students (before examination) into three groups: in the first have included the most worrying students, in the second - with smaller signs of excitement, in the third - not afraid examination. Students of the first group have received examination cards in which all questions have been made in the comic form. To the second group have offered tickets where with humour half of questions has been made only, and the third group has received the questions formulated by usual dry theoretical language. As a result almost all students of the first and second groups have successfully coped with examination while the majority of students of the third group "has failed". It is possible to come to a conclusion that the humour is a medicine successfully coping with negative emotional conditions. At the same time it is known that modern ways of development of emotional sphere include humour only as one of possible components in system of means.

**CID: J21206-190**

**Karpova N.K., Kopyl A.N., Schipankina E.S.**

**Upbringing – value and sense basis of modern education content**

*South federal university, Russia*

*Abstract.* It is considered the interaction of upbringing and education, realized on the base of integration methodology. It is defined and discussed the principles of education content integration: humanization, humanitarization, fundemantalization, anthropocentrism, culture consciousness. Integrative pedagogical conceptions and systems have been analyzed. It is grounded the ideal model of integration in education, distinguished by a subjective space of a personality. The metaprinciple of education content integration as the base of the humanity upbringing space creation has been considered.

*Key words:* education content, integration, humanization, humanitarization, fundemantalization, anthropocentrism, culture consciousness, subjective space,

synergetic approach, non-linear situation of the open dialogue, personal senses, the humanity upbringing space of high school.

Education is a process of personality's spiritual formation, to “teach” means to give information, to form skills, to find information, to “bring up” means to contribute to the soul formation, to provide with moral criteria. Though it is impossible to bring up without teaching, and teach without bringing up.

Teaching is the leading power of information and operation development, the result of which is the acquiring of culture meaning by a person. The targets of upbringing are to form motives, ideals, relations, aim self-consciousness, values and personality's orientations. Upbringing as a leading power of motivation and value development of a person is focused on the sphere of his subjective world. The possibility to acquire culture meaning by a person within the process of education is conditioned by education. According to M. Scheller, education, if considered as a culture of soul, is the category of a person's existence [6]. The form in which he exists. Education content, stipulating the everyday context of a person's existing should be oriented on the provision of integration of upbringing influences. It means that the main principle of education content construction at modern high schools is integration, the sense base of which is humanization, humanitarization, fundamentization of the scientific knowledge, anthropocentrism and culture consciousness. The above mentioned notions should be considered in more details. It should be mentioned that the categories humanization and humanitarization within the context of education content construction at a high school on the base of integration require corresponding interpretation. Humanization and humanitarization “overlap” each other in content as the word “humanism” is derived from “humanus” - human, and “the humanity” - humanitas – human nature. Though these notions are not equal.

Humanization is the dictates of time, reality of modern education system. Humanitarization is connected with the overcoming of technocratic and scientific tendencies and split of culture, education into the humanities and technocratic components.

In modern philosophy there is a viewpoint that the notions “the humanity science” and “the humanity knowledge” are not equal. It contributes to the search for the humanity knowledge within non-humanity disciplines. At the same time the humanity knowledge itself is not so significant as its tendency to create a humanistic outlook in every student within the process of education. It means that the humanity knowledge is the personal knowledge. Subjective scientific knowledge should be introduced in the content of education. To humanize education means to make it person-oriented, subjectively significant for the person. Each discipline should reproduce fundamental ideas, logics and structure of corresponding sciences in an abstract and adequate way. In this case it becomes fundamental.

Fundamentalization of education is interpreted as a process, directed on the formation of the integral scientific world picture and an intellectual personality's prosperity. Fundamentalization of education means its orientation on the revelation of essential basis and links between different phenomena of the surrounding world. It is integral fundamental knowledge that lets create the world picture.

World picture is an analogue model. It presents a synthesis of scientific abstracts with sense perception images of reality. World picture is created accompanied by all forms of consciousness: ordinary, scientific, philosophic, extrascientific (science fiction, religious and mythological etc), contains images that cannot be described by means of logics.

Subjective world picture can be mentioned, created by each student. The student becomes a sense and organizational centre of education, integrating in consciousness various types of knowledge, that results in the formation of new knowledge, and in particular a subjective world picture. The anthropocentric character of modern education is expressed in this way.

It should be also pointed out that an educational system is a special. Scientifically based culture image. Education is a microcosm of culture, it presents the part which within a small scale reproduces culture in its integrity and at the same time in the inner differentiation. Scientific bases of culture are presented within the system of scientific disciplines. In the course of education a student masters systematic

knowledge in a definite sphere of culture and historic activity, identifying his consciousness with this or that inner integral fragment of cultural reality. Consciousness is integral, it introduces integrity into the world. It tends to the same in the sphere of education. The sense of culture conformity of education is that culture is presented as model-image, in accordance with which it is self-organized. Education is also expressed as a model of culture as a sphere where in small scale it is concentrated and reproduced the main processes that took place, are taking place and are expected in the future [3]. Thus, the metaprinciple of education content construction at high school is integration. The principles of education content integration are humanization, humanitarization, fundamentalization of science knowledge, anthropocentrism and culture conformity.

In Russian pedagogy integration as a full scientific notion appeared in the first half of 1980s. Though the historical count of integration introduction in education corresponds to the beginning of the XX century.

In Russian and foreign pedagogy the researchers pay much attention to the issues of integration. Today we can witness integrative and pedagogical conceptions – totality of systematic views, principles and ideas, defining orientation and content of integrative and pedagogical activity in this or that sphere, at this or that level of realization education and upbringing aims and tasks.

V.I. Zagvyazinsky worked out in his works the main principles of the conception of interdisciplinary integration of pedagogical knowledge: it is defined its factors, principles of construction of integrative pedagogical conceptions, initial ideas comprising the nucleus of general pedagogy and tendencies (mechanisms) of its development.

G.N. Serikov worked out the conception of integral education picture. Target order (“prescribed scholarship”) is in its center [5]. Education processes integrating the activity of teaching and learning, tutorship and mastering play an important role in this picture. In total the prescribed scholarship and education processes make up a part of integrative education picture where aspects of education are reflected corresponding to the involvement of students. So the integration of prescribed

scholarship with education processes leads to the development of students independence due to the mastering of social experience reflected in the requirements to the scholarship.

The conception of integration of general and professional education is presented in the works of M.N. Berulava [1]. According to his point of view “integration of education content” expresses the integrity of content and process aspects and is relevant to all levels of education content – general theoretical idea of the discipline, material, pedagogical activity, personality. The objective basis of integration of general and professional education, according to M.N. Berulava, is integrating processes taking place in science, technology and production. The main tendencies of integration of science, technology and production in a didactically adopted character can be the tendencies of integration of general and professional education. He distinguishes structure and typological characteristics of education content integration and also its factors, functions, principles.

Now in pedagogy there is a great number of such conceptions and systems, adding to the general integrating picture. Though the creation of such authentic integral picture in pedagogy requires the strengthening of integral work aiming at deepening the synthesis: a) within the conceptions themselves (resources); b) between conceptions (resources); c) between conceptions and resources. But it is important to take into account the relevant character of separation of integrating and pedagogical works on “resources” and “conceptions”.

It should be noted that modern pedagogy sticks to the point that spirituality is correspondent not only to the world expressed in books, pictures, music compositions, thoughts, but also to the deep consciousness of the student. It is oriented on the collaboration of the teacher and the student which possible only in terms of their equal rights as subjects of education process, as subjects of education integration. Integration is at this point is not only a formal combination of different knowledge in a new academic text but the combination of different texts in the consciousness of the student leading to the formation of mental notions and sense construction structures. The consciousness of the student is the leading factor of

education integration [3, p. 176]. So the category of subjectivity of human essence becomes the leading one. “In the course of life in society, - B.F. Lomov said – it is formed a complicated – many-sided, many-leveled and dynamic – system of subjective and personal relations”. It could be described as subjective space where each measurement corresponds to the definite subjective and personal terms (labor, model, events, etc) [4, p. 130].

In psycho-pedagogical researches the categories “space” and “field” are synonymous. Taking into account that sense relations occur within activity, forming a special sphere, special relevantly independent plane of reflection (different from the plane of definite interrelations, aims, actions and operations), B.S. Bratus comes to a conclusion on the presence of a sense field and action field. The first is defined as sense construction, the second – everyday layer of consciousness, expressed in images, ideas, meanings, decision programs, actions and etc. Sense field makes up a special psychological “substance” of a personality, defining its own personal layers of reflections.

B.S. Bratus considers that it is possible to speak about the subjective space of a personality, pointing out the following coordinates: person's being, defined as a system of substituting each other activities; culture a system of meanings, programs, patterns, norms, rules and etc; senses as “meaning of meanings” as dynamic systems of consciousness, carrying spacial relations of a man and reality, revealing this reality in consciousness [2].

Subjective space has the meaning of a “sense field” of a personality as an integral structure. Consequently, the ideal model of integration in education is presented by a subjective space of a personality, carrying out interaction within the context of coordinates of being, culture, senses. Though the ideal model of education and integrative spaces including the humanity, natural scientific and professionally oriented knowledge at the level of coordinates is presented by the categories “culture” and “sense”. The casual context of the personality lets carry out “mutual penetration” of subjective and education integral spaces dynamizing the process of their non-linear development, initiating the enrichment of the common sense field.

The category “non-linear development” is relevant to a new sphere of scientific researches – synergetics. Synergetics (from Greek *sinergetios* – joint, acting in concord) is an interdisciplinary tendency dealing with the identification of self-organization laws and co-evolution of complicated systems of any nature despite the nature of the elements making it up. It defines first of all the specific role of synergetics in the system of education according to which integration of the humanity, natural scientific and professional knowledge contributes the dimensionality of senses of one and the same notions in different meaning contexts, stimulating the thinking activity of students and contributing the expansion of the sense field of a personality.

Synergetic approach to the education is in stimulating or awakening education – education as self-discovery, as collaboration with oneself and others.

Education targeting is the implementation of small-scaled resonance impacts focused on the provision of self-managed and self-supported development of a man. Non-linear situation, condition of instability of non-linear sphere, its sensitivity to small impacts (fluctuations) is connected with the indefiniteness and possibility of choice. A man selects the most prosperous for him way, relying on his own integral ideas. Though it should be mentioned that the choice of the way is defined by inner features of a complicated system being one of the realized ways.

From synergetic point of view, education is a non-linear situation of an open dialogue, during which it is revealed the hidden potentials in a student, settings (structures-attractions) for prospective tendencies of one's own development.

Due to its interdisciplinary synergetics draws natural scientific and the humanity knowledge, creating educational space that is the necessary sphere of man's upbringing who is able to think synergetically. It means to think in non-linear way, alternatively, supposing the possibility of changing the tempos of development and changing of the situation.

The perception of realias images of the surrounding world is integral. Education can be interpreted as a transmission of integral information blocks, qualitative scheme changing, patterns of thinking.

The prolonged process of education, self-education, creative activity is connected with series of events, significant reconstruction of attractors, phase transference. Thus synergetics opening the principles of assemblance of the complicated out of the simple, makes up a new “philosophy of value”.

The essential triad for synergetics is openness – non-linear – non-equilibrium. Upbringing in its essence is a system and synergetic process where objective beginnings such as targeting upbringing activity of a teacher, self-perfection of a personality and influence of social and pedagogical infrastructure, sphere of upbringing and personality's development interact with each other.

Interdisciplinary approach to the modeling of education content at modern high school lets students master different ways of world, science, art, philosophy cognition. Only many-sided way of knowledge perception provides its deep interpretation i.e. interpretation of its essence, the characteristic features of which are creativity, search for personal senses. The metaprinciple of integration of education content realized in terms of high school lets create a model of the humanity educational sphere of a high school, the significant features of which are: openness, integration, profession orientation. This model is oriented on the upbringing of an intelligent person, acquiring high moral and creative potential, professional and social mobility.

The humanity upbringing sphere is an outside surrounding towards the subject of educational process. Immersion allows to use definite information aiming at alteration, perfection of a human “I”.

Upbringing in terms of integral world interpretation provides formation and development of integral personality able to change, develop, perfect, acquire cultural personal senses, stipulating the consideration of upbringing as value and sense basis of modern education content.

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**UDK 378**

**Ahtarieva R.F., Sharifullina S.R.**

**PEDAGOGICAL CONDITIONS OF FORMING THE FUTURE  
TEACHERS' READINESS FOR MANAGEMENT IN SPORTS**

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*The article deals with the problem of such pedagogical conditions of forming the readiness of future teachers for the management in sports activities as modeling of this process of forming, a special course on "Technology Management of competitive activity", keykis-method.*

*Keywords: readiness, management, sports and sporting activities.*

According to the National Doctrine of Education in the Russian Federation for any teacher, one of the priorities is to maintain and preserve the health of students by means of physical culture and sports. This task is becoming increasingly important in light of the fact that the health of the younger generation is deteriorating, there is a weak physical and athletic preparedness of students is to be observed.

The analysis of the preparedness of future teachers for the management of physical and sports activity showed that the higher pedagogical establishments do not

always cope with this task. There is an increasing trend of some teachers who have a lack of preparedness for management of sports and athletic activities, poor knowledge of techniques and management technology of physical culture and sports, as well as the lack of learning needs, abilities and skills to manage sports and athletic activities. In this regard, there is a problem of increasing the effectiveness of training future teachers for the management of physical culture and sports activities of students as a priority of the educational process at the Pedagogical University.

The formation of readiness of future teachers in the management of physical culture and sports activities is considered by us as the process of creating such an integrative qualities of the personality of the Pedagogical University student, which provides for his knowledge and skills to manage the sports and athletic activities in the process of education, personal qualities and abilities of the manager, as well as internal aim to perform professionally significant actions.

The efficiency of formation of the considered readiness for future teachers largely depends on the pedagogical conditions created in the educational process of the university. I.P. Rachenko defined pedagogical conditions as a set of objective possibilities of content, forms, means, methods, techniques, material and spatial environment, address end to work out the given problem [3, p.81].

K.V. Lokshin has identified the following pedagogical conditions that contribute for the formation of the specialist's readiness to implement the professionally-signified problems [2, p.61-62]:

- To create the interaction between the faculty and students in teaching special subjects;
- To implement the planning of the learning process on the basis of integrating the content of academic disciplines;
- Development of educational and methodical complex on the basis of a modular structuring of the content of academic disciplines;
- Using a combination of forms and methods of teaching students the specific disciplines;
- To include a student in psycho-educational self-test of himself as an organizer

and a subject of vocational and educational activities;

- To base on the experience of students doing the case assignments;
- To implement the technological supplies of the educational process;
- To create a situation of success in carrying out educational tasks.

We have identified the next teaching conditions, following which enables to influence on the efficiency of the formation of future teachers' readiness to managing sports and sporting activities to a great extend:

1. Implementation of the modeling process of the formation of future teachers' readiness to managing sports activities;
2. The use of educational and methodical complex of discipline of the special program "Technology Management competitive activities";
3. The application of active teaching method in the teaching of special subjects such as keykis-method.

The current system of vocational pedagogical education focuses on training specialists capable not only to the implement educational process, but also effectively manage it. Training specialists in the management of physical culture and sports activities becomes more difficult, if there is not any model of such a formation. Educational models can be constructed on the basis of state educational standards. Currently pedagogical universities are training the specialist according to the State educational standards of higher education, approved in 2005 (SES HPE 2005) and Bachelors and Masters in the Federal state educational standards of higher education, approved in 2009 (FSES HPE 2009).

Like any system model of the readiness of students to the management of sports activity is influenced by external and internal environment. The external factors include the government policies in education, consumer education services for training teachers. The internal factors include the activities of the teacher, based on the principles of training students; sets of goals and objectives; specific methods and the content of the educational process, as well as the activities of the future teachers expressed in his self-training during the pedagogical practices, written term papers and final qualification work.

Thus, a model of preparedness for managing physical culture and sports activities represents today the combined activity of the teacher and a student, on the basis of affecting internal and external factors in order to obtain a competent teacher, it means not only a specialist with knowledge, skills and abilities for management of sports and athletic activities, but also ready to implement it.

The developed course "Technology management of competitive activity," aims to organize profound training of future teachers in the field of management sports and athletic activities, especially sporting events.

This goal is achieved by solving a number of problems:

1. Forming the own management outlook and management culture of the future teacher on the basis of the modern level development of native and foreign knowledge by using the variety of techniques and methods in the management of competitive activity;
2. Mastering (the future teachers) the knowledge of modern methods of management and technology management work at a sporting event by the future students;
3. Mastering the technology of preparation (of future teachers) and decision making abilities by the future students;
4. The ability to organize the fulfillment of managing decisions in the organization and holding the sports competitions.

The new method of training "case-method" or case-studies gains the popularity in the process of training personnel, who are performing administrative decisions.

One type of technology used in cases of pedagogical activity is keykis, methods of cases by V.D. Kiselev [1]. According to him, keykis - is an open case with rigid structure.

The structure of keykis for teacher training might look like the following: a title, a subtitle, an object of research, a situation, a problem, characters, a region, a selected character, preferences of a selected character variants of decisions, the chosen solution with the reasoning, methods of control, analysis of proposed solutions, references to the sources.

As a result of the above teaching conditions, we have found willingness the increasing efficiency of formation of future teachers' readiness to the management of sports and athletic activities.

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**UDK 371.4**

**Shabalin O.**

**KEY FEATURES OF EDUCATIONAL PROCESSES IN THE ENVIRONMENT OF CHRISTIAN SECTS**

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*In given article it is considered key principles in influence of small religious groups on rising generation education. The basic methodical principles on which religious education, and also the relation of representatives of sects to traditional secular education is based are deduced.*

*Key words: Sect, religious education, Christianity, religious community, small group.*

The sectarian environment which first of all has generated within the limits of Christianity, initially carried the bright distinctive features, qualitatively being

allocated at level of other public formations. In turn features of a data structure of structures have made key impact on formation of educational processes in separate religious communities.

Any current of Christianity represents the form of the religious organization which structure can be expressed in the whole hierarchy of organizational links. A primary link in Christian sectarianism (evangelical Christians-baptists, Adventists of the seventh day, five-foremen, etc.) is the religious community.

Depending on quantity of members of a religious community character of communications and relations of coreligionists changes. In any cult community there are bases for an establishment of steady personal contacts between believers. The relation to religious doctrines or to religious norms of behavior, the relation to «a Christian ideal» persons or to "wordly" requirements and etc. can be such basis

Religious community, being an organizational basis of cult community, carries out functions of primary cult group. Small groups can arise within the limits of the primary cult group numbering a significant amount of members, can approach with it, and in certain conditions can turn to primary cult groups. However functions of primary and small groups in cult communities are various.

Functioning within the limits of cult community, the small group at the same time possesses relative independence, an autonomy. It differs from cult community special emotionally-psychological solidarity, presence of the center of association, the group norms and values. The autonomy of small group conducts to formation at its members of feeling of an accessory to the given generality and alienations from members of others общностей. Than in a greater degree group religious norms and values turn to regulating rules of individual behavior of the believers especially rallied and steady there is a small group and that in a greater degree it isolates the followers from other social groups.

The small group is characterized also by specific interactions of its members. For it the spontaneity of interactions of believers, a bright emotionality in dialogue are characteristic. Therefore character of communications and interactions of members of small groups creates more favorable conditions for identification

(likening) of the believer with group, than in cult community of higher level. In small group its each member knows not only how it should conduct itself(himself) in mutual relations with coreligionists, but also represents the behavior in corresponding situations out of group and knows, that from it expected by coreligionists, and also — what reaction from their party can follow in case of infringement of group norms and requirements.

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Small groups play an important role in the course of rallying of members of a religious community. They represent itself as the basic channel of circulation of the religious information, promoting that to revival, preservation and distribution of religious sights and representations not only among believers of group, but also out of it. Besides, in small group faster process of identification of again turned believer with other members of group and a community as a whole also is more successfully carried out. Thus, consolidation of a religious community and consequently, and activity of its religious activity substantially depend on that, orientations of members of small groups are how much coordinated with its purposes and problems. [4: 9-10]

Data of concrete social researches shows that the religion approximately in a quarter of families of believers is imposed to children. And though house religious education is in most cases overcome by school, about the fifth part of children who were brought up by parents in religious spirit, become believers.

Various methods and means are applied to strengthening of influence of religion

on youth: representation of religion as the unique keeper of morals, a source of cultural wealth; individual work of children as clerics and family influence on children.

Religious fanatics, as a rule, don't recognize preschool institutions. Their children are under imperious influence of unique instructors — fanatical parents or relatives, and also preachers of religious associations. [1: 9-12]

The child who was born in a family of representatives of this or that Christian sect, is practically considered by a member of a community from the date of its birth, more precisely, from the date of a christening. Regular religious education at once begins. As soon as the child starts to say the first words, it is learned along with words by "mother", "father" to words "god", "soul", "sin", "hell", "Satan", "prayer", "paradise" and etc. Day by day *ВТОЛКОВЫВАЮТ* that it the sinner that to it it is necessary to pray to it day and night to avoid «eternal boiling in pitch», «burning on the heated coals» and other punishments for sins "in the next world".

When the child starts to comprehend world around when it starts to set uncountable «why?», to it tell religious myths, legends on sufferers for belief, *ВТОЛКОВЫВАЮТ* that from the point of view of religion it "is possible" and that it "is impossible".

Thus, religious education of children in sectarian families begins with religious actions which are imposed to them by adult believers.

Proof religious conviction of many young representatives of some the Christian communities appears result of such regular influence sometimes. Especially proof results of such education appear in the field of individual psychology. The habit to address to supernatural forces in difficult reality situations is possible to level of strongly fixed reflex actions »[2: 62-63].

«Influence on children is conducted on two channels. On the one hand is a work with parents, with another — it is direct with children. Heads of sects try to organize training of children of religion. Value of" house church »when the love and belief in the savior from preschool age takes root raises, it is literally from first years of life.

And as result of such education — some children from families of followers of

sectarianism don't communicate with faithless contemporaries, don't participate in sports actions, don't read art books, don't look films. All it, naturally, disturbs to their all-around development, brings up passivity, isolation. [3: 18-19]

At the same time, isolation of a community concerning world around also plays the positive role. Close contact provides strong interpersonal communications and allows to protect rising generation from the most negative tendencies in society development. A key problem of the given situation is first of all the fanatical belief compensating other negative factors. Being isolated in relation to world around the person in process of a growing all it is less subject to socialization. Thus the communal system assumes the most radical variant of isolation from the world around, having the negative consequences. And strongly pronounced conservative character of Christian sects not in the best way affects educational and educational processes.

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**UDK 37.01**

**Kalenova A.V.**

**To a problem of "deficiency" of young specialists in education**

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*This article is devoted a problem of "deficiency" of young experts in an education sphere. She names principal causes of shortage of young experts in an education sphere. Examples of the permission of this problem, for example working out of special social programs for support of young teachers are resulted and conclusions are drawn on complexity of a question.*

*Keywords: deficiency, teachers, pension age, absence of career growth, the low salary, absence of the prospects, the new standards, the special program.*

The main problem of the majority of educational institutions is shortage of young experts. This problem is very actual for today. Middle age of teachers makes 51 year.

With what such shortage of young shots is connected?

First, the teacher presently not to be prestigious. Very few people chooses a trade of the teacher also because besides training of children, duties of the teacher include a lot of different paper work. The teacher should pay off with the spent personal time, health to the detriment of itself that children to give knowledge and to bring up the future generation. To a teacher's trade of the requirement are high. Textbooks, methodical grants are necessary for each teacher – and it demands certain financial expenses.

Secondly, it is the small salary. Therefore the youth chooses more highly paid trades, for example, such as the lawyer, the economist etc.

Thirdly, the teacher doesn't have prospects. It would be quite good, if young teachers when they come to work after institute, provided with habitation. Besides, it is not observed career growth.

Fourthly, at schools teachers who have stepped for a long time already over pension age work, but thus on pension aren't going to leave. Elderly teachers die in the last ditch. The school administration asks to work still as their rates couldn't be closed. Also the skilled teacher-pensioner - the instructor for the young teacher, the

fine head of studio work, кружковой, other forms of additional education. Accordingly, young experts can't come of them in the stead. Therefore there is no balance between young and old shots. Old shots have considerable overweight in the party.

Fifthly, also it is necessary to consider and that fact that men in a school education system practically don't exist. Basically they don't work on a speciality as the man should contain a family. Therefore they search for work with higher salary. That not was a disbalance at schools should be teachers of 50 % of men and 50 % of women.

Sixthly, shortage of young experts at schools is felt for a long time already, but the state hasn't developed till now the program to involve them in school. The program which exists at present is very inefficient. In it there is no social support: habitation and a worthy salary. To work in school goes less than 1/3 graduates of high schools.

The young teachers, coming to work in the school, recently received the diploma, yet have no experience, disregarding practice. Parents of pupils, especially first-graders, start to be indignant, because each parent would like, that its child was learned by the best teacher, it is desirable grown wise life experience and the big pedagogical experience. Young experts should prove that they at all is worse others can allow to defend, at the same time, to children of knowledge the right to work.

Some young teachers aren't ready to work with children, to test by the big professional loadings, dialogue with parents. To the young expert in pedagogical collective not always accord warm reception.

Seventhly, young experts don't want to work in the remote places, in villages as there is no prospect: neither the base enterprises, nor kindergartens, hospitals, aren't present the transport message with a city, gas, water.

Some regions carry out a policy on attraction of young experts. Develop the programs stimulating measures of social support of young teachers. For example, in the Nizhniy Novgorod region there is a program of support of young experts. It still name «the House plus the car». Teachers from the regional government receive the

car and apartment. This program allows to solve problems of shots at rural schools. Also in Nizhni Novgorod the additional rate operates as an attraction method.

The problem shortage of young experts at school will stand one of the main things in our formation still long time. But that it to solve, it is necessary to raise prestigiousness of a teaching profession, to improve knowledge and qualification of teachers, to support talented teachers, to raise its social status. The problem won't disappear until young experts will come. Now there were new requirements, standards, and it will be easier to young teachers to be arranged under them.

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**Brutova M. A.**

**SOCIAL AND PEDAGOGICAL SUPPORT AND SUPPORT OF THE  
STUDENT IN THE CONDITIONS OF HIGHER EDUCATION  
INSTITUTION**

*Northern Arctic Federal university M.V.Lomonosova's name*

*In article problems of the organization of social and pedagogical support and support of the person in the conditions of the highest educational institution are designated. The purpose and tasks, the directions, conditions and stages of realization of support and support by specialists of institution are characterized.*

*Keywords: social and pedagogical support, support, education in educational institution.*

V.T.Lissofsky notes that in the most general social sense education is understood as process of socialization, familiarizing of youth with high culture of social self-realization, acquisition of qualities of the personality demanded by society, implementation of natural and individual abilities, personal mission, creative potential more and more, etc. Certainly, self-realization includes such concepts as self-determination, self-organizing, self-education and self-development, as the various moments of social formation of identity, its socialization.

According to the scientist, education in educational institution far isn't reduced

to «management of process of formation of the personality» as it was represented earlier. Education if to consider it as function of modern education, represents system of assistance to process of independent development of qualities of the personality demanded by society, abilities and readiness for high culture of social self-realization of the personality. Therefore there is such function of education in educational institution as social protection of pupils, rendering of pedagogical, social and pedagogical, psychological, psihologo-pedagogical support by it [3].

Realization of social and pedagogical support in educational institution will promote personal development of the student by means of creation of favorable psihologo-pedagogical conditions for realization of inclinations, development of identity, acquisition of life experience.

Now support and support in education become key concepts as are not only realization of a humanistic position of the teacher in relation to the pupil, but also the mechanism of maintenance of processes of self-realization, self-development, adaptation, self-control, self-defense, the self-education, necessary for formation of a personal image, positive interaction with people, the nature, culture, a civilization [2].

In connection with above told there is a necessity of realization of socially-pedagogical support and support of the student for an educational institution.

The purpose of such support it is possible to designate the following: formation of students as subjects of own ability to live.

Support problems: the decision of problems of preservation and restoration of mental and physical health of students; the decision of socially-emotional problems trained; overcoming of difficulties in educational, professional work, interpersonal dialogue; the help to students in a choice of an educational route of vocational training and employment; the help in a choice of leisure sphere of self-realization.

After O.S.Gazmanov, E.I.Kazakovoj, S.A.Raschetinoj, N.N.Surtaevoj it is allocated following conditions of realization of socially-pedagogical support and support of students in the conditions of educational institution:

1) responsibility for decision-making lies on the subject of the development, accompanying assesses only with the consultative rights: as leading idea of support

position about necessity of development of independence of the person for the decision actual for its development of problems for this reason the logic of support dictates necessity of refusal of "the legislative" decisions acts, all decisions of the expert can have only recommendatory character. Responsibility for the decision remains for the person. A priority of powers: the child and his parents; teachers; an inner circle.

2) a priority of interests of the accompanied: to solve a problem situation with the maximum advantage for the person;

3) a support continuity: to the person continuous support at all stages of the help in a solution of a problem is guaranteed: the expert will stop support, support only when the problem will be solved, or a decision tendency it will be obvious;

4) a multidistsiplinarnost (the complex approach) supports: demands the coordinated work of "command" of the experts, the preaching uniform values, included in uniform organizational model and methods owning uniform system;

5) the is reflective-analytical approach to process and result: joint discussion of successes and failures at a solution of a problem, search of new ways of the permission of difficulty and comprehension, judgement of new life experience;

6) an appropriate level of vocational training of the experts supporting and support.

In a modern pedagogical science allocate the basic aspects of socially-pedagogical support and support trained:

- support as rendering assistance to the person who has appeared in a crisis situation, under the permission, overcoming of its problems;

- support as activity on creation of the conditions promoting positive socialization of the pupil in interaction with other participants of social education [4].

According to it realization of socially-pedagogical support and support in Higher educational institution is possible in two directions:

1. The individual support assuming the organization of individual work with students, got to a difficult reality situation or experiencing difficulties. Realization of the given direction it is possible in the form of individual work with trained, directed

not only on the problem permission, but also to actualization of internal potential of the person. The special attention is deserved by work on restoration of relations with significant others (relatives, friends) as, according to S.A.Raschetinoj and E.I.Kazakovoij, problem occurrence always causes infringement of interpersonal relations with associates.

2. The system support directed on preventive maintenance or correction of problems, revealed in educational institution; creation of the profilaktiko-focused programs directed on overcoming of problems is realized in the form of working out and realization of programs of development of educational institution taking into account creation of more favorable conditions for development of the person.

Criteria of efficiency:

- comprehension by the person of own new social experience;
- difficulty overcoming;
- improvement of an emotional, psychological condition of the person;
- restoration of relations with significant others.

Within the limits of the theory of socially-pedagogical support and support enough of algorithms, structures is offered. For example, structure of pedagogical support of the child, the offered T. V.Anohinoj [1]. The given algorithm consists of five stages.

1 stage – diagnostic: fixing of the fact of problematical character, an establishment of contact to the child, designing of conditions of diagnostics of a prospective problem, verbalization of a problem from the point of view of its importance for the child.

2 stage – search: the organization together with the child of search of the reasons of occurrence of a problem, a sight at a situation from outside.

3 stage – contractual: designing of actions of the teacher and the child, adjustment of contractual relations and the contract conclusion.

4 stage – dejatelnostnyj: in a situation when the child operates: from the teacher approval of its actions, stimulation, orientation to success of independent steps, initiative encouragement are important; in a situation when the teacher operates:

coordination of actions of experts at school is important.

5 stage – reflective: discussion with the child of successes and failures of the previous stages, ascertaining of the fact of resolvability of a problem or difficulty overcoming, judgement of new experience.

Thus, realization of socially-pedagogical support and support in educational institution will allow to give to the person of the maximum possibility for realization of as the subject of process of socialization.

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**Study on the strategy of stable development of Russian modern education**

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*Abstract. It is considered the strategical forecasting of Russian system of education development. It is presented the characteristics of a stable development of education in accordance with the definition of “points of growth”, that are presented as regional programs. It is defined the functions of indicative management and*

*indicative planning in the development of education system. It is grounded the methodology of indicative management as a dimensional phenomenon. Interdisciplinary character is a functional block of stability support in dimensionality and is characterized by a number of highlighted conceptions.*

*Key words: strategical forecasting, forecast, education forecasting, stable development, indicative management, indicative planning, interdisciplinary, methodology of dimensionality, concepts-notions, strategical management.*

Management of education as a dynamic system requires the forecasting information on the prospects of its development to adopt the necessary managing decision. The quality of human (intellectual) capital and the efficiency of economy functioning in general depends on the quality of forecasting assessments, their efficient usage in the process of education system management.

Strategical forecasting is defined as a scientifically based activity focused on the research of possible transformations, development tendencies and subjects and objects prospects of pedagogical activity [1, p. 53].

Forecast is a probabilistic assessment of future results and ways of development of education system and also the resources and organization activities, necessary for its implementation.

Forecasting is an objective necessity. The achievement of the necessary quality of education requires a managed interference in the development of Russian education as evolution tendency of education system is behind modern social demands.

It should be noted that education system belongs to the most popular spheres of activity being the most significant component of social life. So the stable education development as a social system and institution, also management of stable development is possible when following the key principle – principle of social suitability of projecting changes, leading to the results meeting the demands of society. The problem of regulation of the regional education development processes has become urgent. Stable development of education system is a balanced

development of territorial education systems. Development is the next step. It is the transformation of education system, changing the number, parameters, qualitative features of former components, connections between them and the balance.

Forecasting in education is to provide a balanced positive dynamics of regional education programs development. Territorial view of balanced components of education system development defines a stable development of Russian education system. At the beginning of the XXI century on the Russian territory the features of international tendencies and principles that are typical of the period of uniting of active regionalization and globalization (glocalization) processes of social development can be found. Though a number of Russian features having objective and non-transference character together with time circumstances of transference period make the regional situation in Russia rather specific. The following circumstances should be accounted as the most significant: cardinal changes of factors of production placement and functioning of urban settlements, accumulated and new problems of federation relations, cardinal transformation of nets and activity of municipal institutions, specific forms of interaction of regional authorities and business, small-scaled efficiency of usage of traditional mechanisms of regional problems decisions, and also administrative-and-management novations of the period of “vertical power consolidation”. All these influences the high level and constant consolidation of territorial differentiation.

The problem of the management of the quality of education within the new aspects has become topical – the achievement of the balance of new positive changes of regional education systems, involving the format of indicative planning. Strategical forecasting of Russian education system development should include as a compulsory feature a regional aspect. Stable development is relevant to the identification of “points of growth”. “Points of growth” are not regional programs that are the most significant for education today. First of all they should be supported. So, the forecasting of stable education development is the selection of prerogatives for government support and investment business projects.

It should be noted that education is, on the one hand, quasi-natural, i.e.

considered within the context of objectively existing reality, and on the other – subjectively constructed and managed process. The main feature of education management in modern conditions is that the problems of education should be decided not only at the level of education system. The decision of these problems is the component of government policy.

The instrument of the state regulation of functioning and development of education system is the indicative management.

Indicative management is considered as the method of economy regulation the essence of which is the integrity of outworked, in the result of forecasting, mutual and balanced targets of management, criteria of assessment of management efficiency, mechanisms of interrelation with other methods of regulation: marketing, monitoring, conception of economic growth, etc. Indicative management is based on the agreement of actions by authorities and institutions organizing the system of education, focused on the formation of stable development of education and improving its quality.

It is distinguished the analytical stage of indicative management – planning. Indicative planning is of recommendation character and allows to make a plan of development in terms of problematic sphere of institutions of education and society, contradiction of interests of business and government.

Indicative planning of education system development is a institutionally isolated block of the indicative planning of Russian economy development. Conceptual features of the indicative planning of Russian social and economic development are universal for all economic sectors, including education. Thus, indicative planning in the management of the governmental economy, decomposed in all blocks lets coordinate managing processes to achieve efficient development as institutionalized sectors (subsystems) of economy, and governmental economy in general.

It should be noted that the indicative plan cannot be but carried out. It can be only not reached. The failure to reach the data of the indicative plan stipulates the necessity to analyze the reasons of the plan inefficiency and the outwork the measures for its correction including the definition of normatives, regulators, limits.

The indicative planning is the definition of economic prerogatives. By its content the process of indicative planning is similar to the process of consulting, the main functions of which are information, orientation and stimulation.

The planning stipulates the organization, fulfilment, control and monitoring of the results, decision taking on the results of fulfilment. Though the organization of implementation defines the adequate level of the resource provision of the aims, frames for composing and consistency of works, conditions (rules) of coordination between the executors. The control and monitoring of the results are given by the measures for controlling procedures and parameters for the assessment of the criticality of factual results. The decision taking on the results of the implementation defines the functional dependencies for factor analysis forming the initial base for the list of possible correcting impacts or replanning.

The methodology of the indicative planning in the sphere of education should take into account a number of peculiarities of management objects:

ñ territorial isolation, conditioning the necessity to form information and communication nets with the developed infrastructure, high throughput capacity and other characteristics that should be implied at the level of projecting the indicative plan of territorial education segments development;

ñ Diversity of the existed technical devices and program supplement for different types of education institutions. It is connected with the irregularity of information supplement of education institutions during previous periods that leads to the diversity of the legacy information systems, making management more difficult;

ñ weak management and stability of education systems revealed as the result of non-linear development, conditioned by innovations. Weak stability is caused by the instability of development tendency of the consumption market of education services, incompleteness of structural-and-content reformation of Russian system of education, problems in information supplement of the education management sphere, inaccuracy at facts describing and events of education processes and etc.;

ñ in objectively delayed character of education system management. Lag effect is connected with the influence of external factors and the objective demand of

transformation of accidental impacts and information into conscious rules of behavior and also with the character of interaction of the consumer of education services with the surrounding social sphere.

The methodology of the indicative management of education systems is characterized by interdisciplinary character.

The concept of the model of the indicative management of the education system development is defined by the methodology dimensionally. Interdisciplinary is the functional nucleus of stability support in dimensionality and is characterized by the concepts: components of the human capital, education investments, targeting orientations of development of education subjects; significance of the complex institutionalization of education, economy and society, analysis of institutions of education by the methods of economic theory, education and social-and-economic policy as autonomous and mutually added patterns; regulation method, indicative planning; object, peculiarities, models of process development, target programs.

Thus, concept is the methodology of the dimensionality, characterized by basic theoretical models, specified at the level of projecting outworks by concepts-notions. So the methodology of the dimensionality stipulates the diversity of sense features of the concept: the concept is defined as the phenomenon of the methodology, concept is defined as the notion. Though the concept is methodology and defines the content of the concept-notion. This structure is universal. The content of the construct is variable and is defined by time, social and cultural, economic aspects of objective reality. But it is the existing dimensional objective reality that allows to ground the methodology of the dimensionality as the concept of indicative management model of education system development, focused on the supplement of the education quality in modern Russia.

The analysis of education state at the lower levels is the base for projecting regional/municipal programs and indicative plans for a long-termed, middle-termed and short-termed period, that lets achieve or get closer to the achievement of the standard set by government.

Quality is the base of strategical management, defined as the process which is

the consistency of several stages-functions, including: strategical analysis, strategical forecasting, strategical planning, strategical organization and motivation, strategical control and regulation. Each stage is completed by the achievement of a definite result.

The strategy within the context of management of education system quality is considered as the system of actions, limited by the frames of the indicative plan, characteristics of which are defined by the principles of the universal, information interaction, account of state assessment of education system functioning, account of resources of education infrastructure within development, reflection of education system, characterized by the notions – stability, management, individuality, self-organization.

Social-and-economic policy of the state stipulates the conceptualization of the indicative planning. The realization practice of the indicative model of management is the indicator proving the selected strategy or stipulating the necessity of its correction aiming at supporting the stability of functioning and development of Russian education system.

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**Nevidomskaja I.A.**

**FORMATION OF READINESS OF STUDENTS TO SELF-EDUCATION  
AT TRAINING OF THE FUTURE EXPERTS-LANDOWNERS OF  
MATHEMATICS**

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*In article the special role of mathematics in realization of the purposes and*

*problems of the higher vocational training as major component of any trade and speciality is considered. The author pays attention that use of methods of mathematical apparatus promotes formation of professional thinking of the future experts-landowners. Students, since the first course, have a relation to mathematical knowledge as to the necessary tool of the decision of professional problems, and as consequence, skills of independent studying of mathematics are formed.*

*Keywords: self-education, professional thinking, the mathematician.*

The priority direction of the modern concept of higher education consists that the graduate of high school should possess not only professional skills, but also well developed creative, cogitative, communicative and other abilities. Ability to make rational decisions adequate to conditions are formed during regular acquisition of knowledge and experience at training in high school.

The event in the information environment of a society continuous technical re-equipment, demands from the young expert, besides qualitative knowledge and the generated professional abilities, high professional mobility, ability independently to be guided in the new scientific and technical information and to fill up the professional knowledge, to develop creative abilities. Hence, the graduate of high school is interested in that educational process has been directed on formation of corresponding professional qualities.

Each discipline of educational process brings the contribution to realization of the purposes and problems of the higher vocational training. The special role in this process belongs to fundamental general educational disciplines, and first of all, to a mathematics course. The mathematics is the major component of any trade and a speciality as its main objective is formation of outlook and logic of scientific thinking, independent search of the decision of this or that problem, acquisition of skills of readiness for self-education.

As practice shows, at the first year agrarian university the student perceives mathematics as discipline which isn't connected in any way with its future trade. On the other hand, everything that is connected with the future professional work, is for the student important and significant. In this connection, use in the course of training

to the mathematics of professionally directed mathematical problems promotes improvement of quality of mathematical preparation of students. Solving the mathematical problems connected with objects of its future trade, the student realizes the professional importance of mathematical concepts.

Let's consider studying of mathematics in the course of vocational training of experts-landowners in close interrelation with the future trade.

Economic events and processes are caused by action of variety of factors for which research mathematical methods are used.

**Problem 1.** For one farm on manufacture of buckwheat dependence of volume of demand for production  $q$  (units in a month) from its price  $p$  (thousand rbl.) is set by the formula  $q=40-5p$ . Define a maximum level  $p$  the prices (in thousand rbl.) at which value of a gain of the farmer for a month  $r=q.p$  will make 75 thousand rbl.

**The decision.**

$$(40-5p).p=75$$

$$-5p^2+40p-75=0$$

$$p^2-8p+15=0$$

$$p_1=5, p_2=3.$$

As the gain makes not less than 75 thousand rbl., a maximum level of the price of 5 thousand rbl.

The answer. 5 thousand rbl.

For students of faculty of mechanization of agriculture the problem of the following maintenance is offered.

**Problem 2.** The Efficiency of some engine of the agricultural car is defined by the formula  $\eta = (T_1-T_2)/T_1 \cdot 100 \%$ . At what least value of heater  $T_1$  the EFFICIENCY of this engine will be not less than 70 %, if refrigerator  $T_2=150$  temperature?

**The decision.**

$$\eta = \frac{T_1-T_2}{T_1} 100\%.$$

$$\eta = 0,7, T_2=150, T_1 = \frac{T_2}{1-\eta} = \frac{150}{1-0,7} = 500$$

The answer. 500.

Students of agronomical faculty of a speciality «Ground cadastre» are offered to solve a problem with use of models of mathematical programming.

**Problem 3.** The farm is engaged in cultivation only two cultures – grain and a potato – and has following resources: an arable land – 5 000 hectares, work – 300 000 people - hour, possible volume of tractor works – 28 000 conditional hectares. To find an optimum combination of areas under crops of cultures.

Cultures	Expenses for 1 hectare of crops		Cost of gross output about 1 hectare, the river
	Work, The people - hour	Tractor works, усл. Hectare	
The grain	30	4	400
Potato	150	12	1000

**The decision.** Criterion of an optimality is the maximum of cost of gross output. This maximum should be reached in the conditions of use of the limited resources of an arable land, work and the mechanized works. In a problem there is a set of admissible variants of a combination of areas under crops of two cultures, but not all from them are equivalent from the point of view of the optimality requirement.

For search of the optimum decision of a problem we will designate through  $x_1$  hectare the area which is taken away under grain, and through  $x_2$  hectare — the area which is taken away under a potato. Then cost of the grain will make  $400 x_1$  the river, and potato cost —  $1000 x_2$ . From here cost of all gross output will make the river  $(400 x_1 + 1000 x_2)$  p. We will designate this expression through  $y$ :

$$y = 400 x_1 + 1000 x_2$$

We should find a maximum of this criterion function at observance of following conditions:

a). The total area grain and a potato shouldn't exceed 5000 hectares, i.e.  $x_1 + x_2 < 5000$ ;

b). The general expenses of work shouldn't surpass 300 thousand man-hours, i.e.  $30 x_1 + 150 x_2 < 300 000$  (or  $x_1 + 5 x_2 < 10 000$ );

c). The total amount of the mechanized works shouldn't surpass 28 000 усл. Hectare, i.e.  $4x_1 + 12x_2 < 28\ 000$  (or  $x_1 + 3x_2 < 7\ 000$ );

d). The areas which are taken away under grain and a potato, can accept only non-negative values:  $x_1 > 0; x_2 > 0$ .

Thus, statements of the problem are expressed by the following system of inequalities:

$$\begin{cases} x_1 + x_2 \leq 5000 \\ x_1 + 5x_2 \leq 10000 \\ x_1 + 3x_2 \leq 7000 \\ x_1 \geq 0 \\ x_2 \geq 0 \end{cases}$$

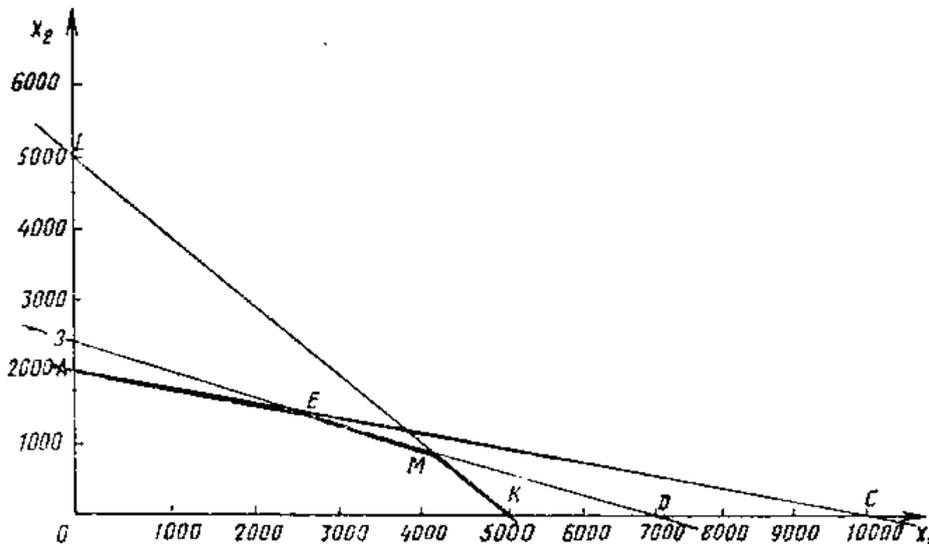
It is required to find such values  $x_1$  and  $x_2$  at which function  $y = 400x_1 + 1000x_2$  accepts the greatest value.

The problem decision has been executed in the graphic way: on coordinate plane  $X_1X_2$  straight lines have been constructed

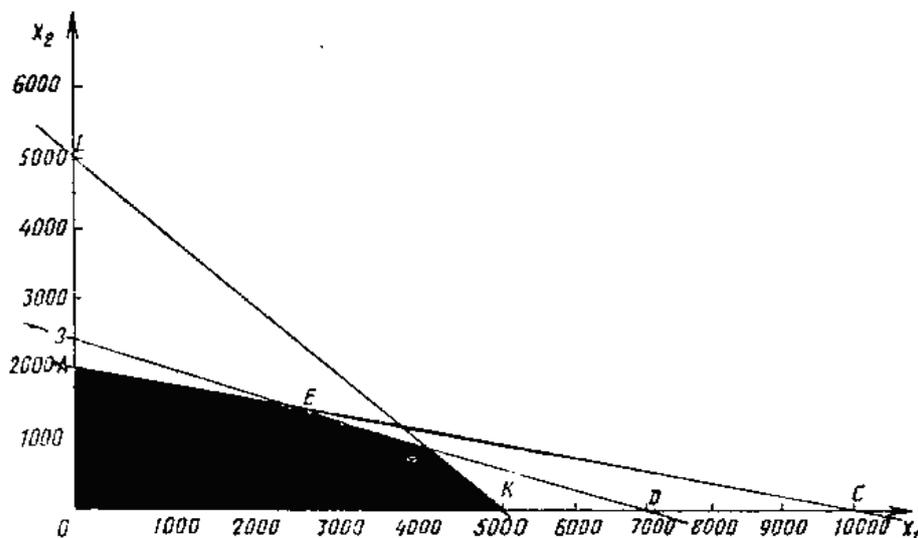
$$x_1 + x_2 = 5000,$$

$$x_1 + 5x_2 = 10000,$$

$$x_1 + 3x_2 = 7000.$$



Then the area consisting of points of a plane which coordinates satisfy to system has been allocated. This area was the pentagon.



For a finding of the greatest value of function  $y = 400 x_1 + 1000 x_2$  its values have been found in pentagon tops. The greatest value of function was at  $x_1 = 4000$ ,  $x_2 = 1000$ .

Thus, an optimum combination of areas under crops of cultures: grain — 4000 hectares, a potato – 1000 hectares.

At a final stage of the decision of a problem the economic analysis of its optimum decision has been passed.

At  $x_1 = 4000$  and  $x_2 = 1000$ :

$x_1 + x_2 = 5000$ , and it means that the arable land is used completely.

$4x_1 + 12x_2 = 4 \cdot 4000 + 12 \cdot 1000 = 28\ 000$ . It means that resources of tractor park are used completely.

$30x_1 + 150x_2 = 30 \cdot 4000 + 150 \cdot 1000 = 270\ 000$ . It means that a manpower is underused on 30000 people-ch. Full use of a manpower restrains limitation of an arable land and capacity of tractor park.

Hence, for the farm considered in a problem resources have different value: it is a lot of human resources, and the mechanized work дефицитен.

At the decision resulted above problems at students of agrarian high school skills of the reference with mathematical apparatus that allows to solve following actual problems gradually are formed:

- Development of logic thinking;

- Outlook formation;
- Mastering by elements of mathematical culture;
- Formations of skills of independent work.

Use of methods of mathematical apparatus promotes formation of professional thinking of the future experts-landowners, at students, since the first course, there is a relation to mathematical knowledge as to the necessary tool of the decision of professional problems.

The considered problems have the intersubject professionally directed character, stirring up creative activity of students, strengthens motivation to studying of mathematics and as a whole promotes efficiency of formation of readiness of students to self-education.

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**UDK 372.881.111.1**

**E.A.Pokrovskiy, E.V.Savchuk, L.Yu.Yurchuk**

**ON REFORMING THE FOREIGN (ENGLISH) LANGUAGE TRAINING  
IN A TECHNICAL UNIVERSITY**

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*The paper proposes a method of in-depth development of the English language skills in the field of information technology with multimedia using.*

*The keywords: English language training, special courses, presentation, video.*

The problem of foreign language training in a technical university, with all its versatility, has one feature that is almost not being noticed in a current flow of scientific and methodological publications. The authors of the latter are usually university instructors of foreign language (English - EL) which have got basic scholarship and are not specialists in a profile domain of a technical speciality such as, for example, the information technology (IT) and the Internet. For lower academic years such a methodical bunch as "an EL instructor - a special course", if we talk about a primary EL course of professional orientation, is quite acceptable with appropriate methodological support (e.g. for IT and the Internet refer to the perfect Oxford textbook [1] .) The situation is coming more problematic at upper years where EL students are being immersed in special subjects and simply begin to ask an EL instructor some questions requiring qualified answers. The notorious "sign thousands" were and remain a hidden attempt for an instructor-linguist to deviate from such matters. Current replacement of "thousands" for an IT-profile textbook has not changed the situation substantially since feedback from student to teacher is practically filled as usual with much more linguistic than professional components. At the 5-6<sup>th</sup> years of a master level the situation is aggravated even more when we speak about the current "through methodology" of EL-teaching in a technical university without active involvement of the profile instructors (special chairs)

conducting classes in a foreign language. The above-mentioned feedback "student-teacher" is professionally inactive without it.

We emphasize here the deep difference between the two seemingly similar training courses: "EL of the profile direction" and "The special training course in EL". The first one is set out by a philologist with maximum substantial approximation to a chair (department) profile or to a group of faculty specialties. For example, for a group of specialties of the Computer Science Faculty (or equivalent) such a basic training course might be well focussed on the benefits referred to [1]. However, it becomes absolutely insufficient without co-ordination a course syllabus (working program) with a profile chair. Such co-ordination should not be formal. Unfortunately, mutual formality might suit (and usually suits!) "both sides" as a philologist does not want to get involved in unnecessary and incomprehensible specific features for them while discussing the nuances of a syllabus (which is natural), and for a profile chair it is much easier not to interfere into the affairs of linguists in fact letting things drift. Couldn't that be one of the main reasons of poor graduate's knowledge of modern EL in general and in its field of expertise? The blame – if we may speak about one's "blame" - for this situation lies primarily at a profile chair as namely it generates an order to prepare interns from the direction of providing chairs/departments.

The profile directed EL-course should complete the first phase of language training for a future intern. It seems for the master level this phase should end the 4th academic year and for the bachelor level – the 3rd year of training. Next, the second phase in language training, as we have said, should include the specialized chair's profile organizing a full training cycle (lectures-practice/laboratories –term papers/projects- tests/exams) for at least one special subject in a semester. Thus there will be at least three EL-subjects before writing a master thesis and two EL-subjects for a bachelor thesis. Any agreement with the linguistics department is as relevant as necessary only besides continuation of inappropriate practice of leading a graduate to the "linguistic finish" by the linguists alone, especially as that finish itself appears to be a state examination which is traditionally spent by the linguistic department

exceptionally (again don't we appreciate our own success?!). And isn't it a reason, for example, that the cases of the bachelor/master thesis defence in EL are so rare now? Such cases should at least be in one order of magnitude more! So, the time came to run the state exam in EL by a mixed commission composed of two chairs – the profile and the linguistic ones - with the peculiar right of "veto" on either side at, say, excellent or good rating.

As an example of the special EL-subject/course let us point to a possibility of the resumptive training course "Development of Information Technology for Modern Control Systems". It develops some separate chapters of the mentioned basic course [1] for modern control systems. For instance, a topic of the unit 13 "The World Wide Web" which analyzes the e-mail data exchange protocols may be extended on the analysis of other existing protocols such as TCP / IP and others forming a separate section of the course "Development ..." . Survey topics 18, 19 "Data Security" of the basic course can form either a separate part or the independent training course "Information Security In Modern Networks." In terms of building a special EL-course we can raise issues that go beyond just the IT technology, for example, the possible part/course "Special Parts of Control Systems Design" involving it in modern CAD models, reliability theory/estimations, technical diagnostics and other similar. Here is an example of the special EL-course "Technical Diagnostics" chapters followed by the frequently asked questions (FAQ) of students:

1. Electrophysical methods of diagnosing hardware components (components) of complex systems (or networks) on physical effects of the integral nonlinearity, response time and fluctuating (noise).
2. Diagnosability provision of complex technical systems.
3. Variety of diagnostic parameters and characteristics of complex technical (or physical) complexes.
4. The working and testing diagnosis of complex technical systems and networks.

5. Testability and diagnosability of complex technical systems.
6. Application of catastrophe theory in predictive diagnosis of complex technical systems.
7. The method of expanding kernel in complex objects diagnosis.

And others similar.

Another example of the resumptive EL-course "Development ..." with different FAQ is as follows:

1. Semantic Web (варианты: The Social Semantic Web; Rules and the Semantic Web и др.). 2. How the Internet works. 3. Overview of TCP/IP. 4. The Google function models. 5. XML for Web developers. 6. Using databases in Web-programming.

7. Navigating in Google Earth. 8. What are Markup languages. 9. The OSI model layers.

10. JAVA and J2EE technology (JDBC)

And many others.

Let us consider a fragment of practical training in the course "Development ...". The whole lesson consists of two parts. The first one - presentation of a selected topic/theme (usually chosen by students themselves) in the sphere of IT problems and in the programming environment "Power Point". The recommended number of presentation frames is 15-17 with the duration of approximately one minute per frame. Students should be pre-oriented on undesirability of using/reading purely text frames. Block diagrams, algorithms, classification forms, etc. should prevail in the presentation. Preferably there should be animated inserts, multiplication plots, graphs, charts, formulas including logic and predicate ones with approaching to a software comment (immersion into the program product itself should be careful as the author's enthusiasm should be limited to the degree of listeners' program literacy).

The second part of the concerned practical workshop is an author (for selection of students) videofilm (clip) which is as close to the presentation topic as possible. Duration of a clip is not more than 7-10 minutes. For example, if the topic is related to network structures, the most appropriate might be, say, the animated film/clip "Warriors of the Net (TCP / IP Protocol)". It consists of the short "micro-plots" on data transfer through the network hierarchy. The clip is designed as a sequence of animated frames that change dynamically each other under a clear offscreen EL-voice and unobtrusive background music. It is strongly recommended for students just to

use such a mode of multiplicative and/or animated video-presentation. Precautions should be taken to subjects such as "a talking head", even if that head does not fill the screen space entirely and is located somewhere in front of a blackboard or near a laptop. No matter how attractive such material appears to be in form or content, it hardly corresponds to our methodology of synchronous dynamic commenting provided by a student in relation to an image on the screen when the sound is muted. In absence of the offscreen voice the animated sequence allows students to comment the plot with their own wording or memorized script. In this case the student task becomes easier as it is required to write the film script beforehand. The student may use the program "Dragon Naturally Speaking" which after several steps of training satisfactorily recognizes EL-comments to the film. Then the student has to edit the script - of course it depends on phonetics quality of the original matter. Not less work volume exists for the student in this case - not only to create and edit the script and place it in dynamically changing captions at the top (bottom) of the screen but also to ensure simultaneous matching of the image/picture and the sound. Such a preparatory work promotes good diving in linguistic environment so a middle EL-developed student (intermediate EL-level) will not experience particular difficulties in articulating the film.

We can consider a variety of instructional options for student interaction with the screen and the audience. One of the possible - in front of every listener in the classroom there is a film script and while a student at the screen makes the plot public, i.e. narrates, the audience is checking these comments by the text. At the end the audience discusses the film as a whole and talks over admitted errors or omissions. Another option - periodic switching subtitles (script-translation) and solving an independent synchronization (text-image) problem. Other cases may exist as well

In our experience, the time limits to complete an essay presentation of one student plus a video presentation with discussion in the auditorium and the closing teacher remarks should be up to 45 minutes. During one lesson per week there may be 2-4 students so a group of 30 students may pass through a semester. It is desirable

to divide a group into two subgroups.

In conclusion, we may consider some lexical features of the EL-presentation in the special courses as preparation of a key terms glossary (thesaurus). A weak spot of many specialized EL-courses including IT- course is the non-standard basic terminology. You can apply to almost any of modern EL-training manuals for IT (including the mentioned manual [1]) and in the reference part it is not possible to find references to the standards like ISO, IEEE and other ones in the field of information technology. However, such standards do exist (see, for example, the website [2]) and their use would eliminate many of lexical misunderstandings - first of all, "the author's self-activity" in interpreting the basic term. Note that the united international standards for information technology do not currently exist. Therefore, when developing training materials for the IT industry we should appeal to the branch international standards such as IEEE Standard Glossary of Computer Applications Terminology, similar IEEE standard on Modelling and Simulation, ISO and other similar.

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**Anna Topor**

### **ABOUT THE NEED TO DEVELOP MODELS ENVIRONMENTAL EDUCATION OF FUTURE PRIMARY SCHOOL TEACHERS.**

*Transnistrian State University by T.G. Shevchenko*

*In this paper we propose a model of environmental training primary school teachers, including cycles of educational, psychological, and scientific disciplines.*

**Key words:** *ecological education system, environmental education, ecological*

*training model, ecological culture.*

The environmental problems - the result of a long mindless consumption of natural resources by humanity. On how quickly and how we make a qualitative shift from consumerism to the nature of conscious careful attitude and recovery of lost, depends on the continued existence of «homo sapiens» as a species on Earth.

Under these conditions, the emergence of an environmentally literate and educated society so environmentally responsible for the preservation of nature, is strictly a requirement of life. The basis of universal values of the new society should be the ecological culture, as a measure of civility and culture, characterized by the behavior and activities social and natural environment.

A huge role in the formation of such a society belongs to the system of modern environmental education, namely the training of qualified specialists, capable to train and educate the younger generation taking into account the principle of ecological education. The key place of right ought to take it to the teacher training colleges and universities [1], which train primary school teachers, elementary school because it is the first step in a system of continuous ecological education.

According to the strategy of modern education, future teachers need to abandon the "knowledge-" the paradigm of education and go to his new meaningful aspect oriented personal, social, cognitive and communicative development of environmentally-oriented students [3]. This task involves review of specialist training in pedagogical college (college) with a focus on activity-ecological approach, which ensures the continuity of education and self-identity of the future teachers throughout life, thus contributing to the establishment of teacher professionalism. The end result of teacher training is seen as self-realization in his career: a qualified teacher will be in demand in the labor market, if a student is able to develop the qualities such as professionalism and expertise of the individual.

Accordingly, the requirements for a teacher in the new century, characterized, above all, the presence of a core competency of teachers reflecting on the one hand, the quality of teacher education, on the other - the competitiveness of the teacher labor market.

Thus, environmental education in higher education, according to the I.P. Polovina [2], should be based on an interdisciplinary approach to the coverage of environmental issues. At the same time it must have three essentially different directions (level).

The first direction may be called general education, basic. Regardless of specialty, which is received by the graduate school, he must have knowledge of the laws governing the development and sustainability of the biosphere, the Earth's natural resources.

The second area of environmental education can be called the environmental professional. On the basis of the basic course graduates receive in-depth environmental education directly related to the nature of their future specialty. For this purpose, a special course should be read environmental. It should provide a specialist to take the most appropriate solutions in practice, depending on environmental factors.

The third area of environmental education in higher education due to the need for leadership training of the state level. They must address diverse issues of interaction between society and nature. These professionals must combine ecological knowledge with a broad background in the humanitarian field of economics, political science, law, international relations and other aspects.

Sharing this view, we see a need to develop a model of environmental training of future primary school teachers. As a basic principle inherent in the framework created by the model has been defined the following provision: a modern person must possess not only a specific set of professional and methodological knowledge and skills, but also possess a certain level of preparedness for the formation of ecological culture of students, and the teacher himself must have a certain level of ecological culture.

The comparative analysis of the current state of environmental education in educational theory and practice, as well as content analysis of natural science training allows us to develop a theoretical model of environmental training primary school teachers.

We hope that the implementation of this model in the preparation of future elementary school teachers (TSU by T.G. Shevchenko) will not only improve the quality of knowledge in natural sciences and educational sciences, but also create environmental performance skills, develop an environmental culture of the future teachers, thereby improve the environmental training teachers.

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**Grashchenko A.G., Sushkova L.N.**

**SPECIFICITY OF MUSICAL ETHNOCULTURAL AVERAGE**

**VOCATIONAL TRAINING IN RUSSIA**

*The Belgorod state institute of arts and culture*

*In article questions of introduction of ethnocultural education in musical average professional educational institutions within the limits of a regional component of the curriculum are given.*

*Keywords: «ethnocultural music education», «the State educational standards», «a national-regional component», «average professional music education».*

Now one of directions of the state educational policy of Russia is revival of system of ethnocultural musical vocational training. The given necessity is caused by social, cultural, political and economic changes in a society. Now it is lost not only

the spiritual potential of the population, is forgotten country history, interest in weights to national culture falls, but also executors of national musical art disappear, ethnocultural musical traditions are forgotten, the system of reproduction of national musical culture collapses.

The considerable role in modern system of a Russian education is played by formation of the ethnocultural musical vocational training which is bringing up young teachers for musical schools and children's schools of arts. Thus the maintenance of ethnocultural music education is caused first of all by its purposes and problems, set of the modules containing essence ethnic and universal cultures. The big role is played thus by the self-development and self-realisation moment, therefore space of ethnocultural musical vocational training, initially being the artificial environment of translation of human culture, should be simulated on similarity of the active world and to become for trained by the developing space providing their professional self-realisation.

Still in the end of XX - the XXI-st century beginning, in connection with the arisen state and social interest to ethnocultural professional music education and necessity of introduction curricula of average and higher professional educational institutions of variety of subject matters of an ethnocultural musical orientation in a professional lexicon of teachers included concept «a national-regional component», including structure of the education, connected directly with regional, national, local welfare factors.

But, in an education system, before inclusion of a national regional component in the State educational standards the subjects, uses of traditions of a folk art dealing with by problems and national creativity in educational process at schools were entered. During this period studying of a folk art and in musical average professional educational institutions, and also in system of an additional education and in higher educational institutions became more active.

At the given historical stage possibility more or less regular practical mastering of national musical traditions within the limits of such disciplines, as «National creativity», «World art culture», "Cultural science" was presented to students of

educational institutions of average professional music education. But these disciplines differ basically theoretical structure. Strategy of introduction of a national regional component in educational process was based on development by pupils in all multilevel education system of a musical and cultural-historical heritage of a native land. As a result the love to the fatherland, valuable relations to the phenomena of world around and musical art that is the powerful factor of formation of spiritually-moral culture of the person started to be formed.

The concept «a national regional component» up to 2010 was treated by scientists as in narrow («an obligatory minimum of structure of the basic educational program and the requirement to level of preparation of the graduates, providing special requirements and interests of the separate subject of the Russian Federation»), and in a broad sense («that part of the maintenance of education» in which the national and regional originality of culture »is reflected) [1]. Its development urged to help comprehension of national culture with dialectic unity with universal culture that is reflected and carried out in a regional component of the standard of education.

The purpose of introduction of a national-regional component at first was formation at pupils of any link of education of system of valuable reference points on the basis of native and world culture that is achievable by granting of complete knowledge of a place of the person in concrete natural, social and economic, public and historical and cultural conditions that gives possibility of development in it of consciousness, and also realisation of self-education, self-control and self-realisation.

Thus, subjects of this group should represent completely in educational process structure of national culture, promote moral education of pupils on the basis of traditions, concepts and ethnocultural representations both own people, and cultures of the adjoining people.

The technology of a national-regional component has allowed to provide correctly to the person possibility of understanding of as to the representative of these or those people, national culture, to create conditions for the introduction of the person into dialogue equal in rights with other cultures of Russia and to allow the citizen of Russia to join logically in modern world social processes.

Now there is a considerable number of the scientific-theoretical and skilled-practical works devoted to problems of creation of national educational systems in various regions of Russia (A.R.Atutov, S.D.Namsaraev, V.K.Batsyp, N.K.Elaev, E.A.Zhirkov, M.I.Kuzmin, G.V.Muhametzjanova); to national education designing (E.P.Belozertsev, R.A.Islamshin, A.B.Pankin, V.K.Shapovalov, V.A.Nikolaev, M.G.Tajchinov, J.S.Tjunnikov, F.G.Jalalov).

In a modern society processes of a mutation of the spiritual culture which has been torn off from traditional roots in this connection at different levels of state regulation questions of understanding of as ethnos parts are brought up are observed. So, the Law of the Russian Federation accepted in 1992 on education has assigned to each subject of Federation the right to construction of the maintenance of education taking into account national-cultural features, geography and history of regions [3], having strengthened an ethnocultural orientation of the maintenance of the general education that has caused change of the Russian cultural-educational space in 90th of XX century, and the principle of nationalisation and an establishment of new parities with world tendencies of development became one of ways of updating of the maintenance of education.

And in the project of the Concept of the Federal target program «Ethnocultural development of regions of Russia (2006-2008)», the Federal target program «Culture of Russia» (2006-2011, and 2012-2016) [2] are designated main objectives and the problems mentioning except problems of social and economic development of the Russian Federation questions of ethnocultural education at level of the state where the purposes are:

1. Realisation of the state national policy and regional strategy of ethnocultural development.
2. Social and economic, ethnocultural and spiritual development of the people of Russia.
3. Counteraction to ethnopolitical and religious-political extremism, decrease in level of a conflictness in international relations.

Thus, for today we can notice interest growth to questions of ethnocultural

education at state regulation level that corresponds to humanistic tendencies and in world student teaching.

In the modern federal state educational standard of average vocational training in Russia (from June, 28th, 2010) The speciality 073403 Solo and choral national singing where the basic disciplines of the curriculum were included into a base part is confirmed, and the regional component is realised in its extensive alternative part. Thus the basic loading of ethnocultural music education of students of educational institutions of musical average vocational training such subjects as «National creativity», «Folklore ensemble», "Voice training" bear, «Bases of a national choreography», «folk music Decoding», «the Technique and practice of teaching of folklore disciplines», «the Choral class», «Vocal ensemble», «folk music Arrangement» (both vocal, and tool), «History of a national suit», «Folklore tools», «Forwarding practice», «Concert practice», «Practice of work with creative collective», etc. Including not only development theoretical, but also practical skills in questions of ethnocultural education of students and preparation of competent experts - musicians both in common cultural, and in an ethnic direction of education.

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**Grashchenko A.G., Sushkova L.N.**

**INTERACTIVE METHODS OF TRAINING IN ETHNOCULTURAL  
EDUCATION**

*The Belgorod state institute of arts and culture*

*In article interactive methods of training in specificity of the musical ethnocultural education, including «the creative task», «game training», "hearing" arts of national singing of BBELGORODSKY state institute of arts used on chair and cultures are reflected.*

*Keywords: «interactive methods», «ethnocultural education», "innovations", «the creative task», «game training», «pedagogical thinking».*

The modern educational system undergoes the basic changes directed on achievement new, of a quality education. Last decades the leading tendency in a sphere of education is the active innovative activity directed on formation of new models of training and education. According to the honoured worker of a science of Russia A. Novikova «transition from an educational paradigm of an industrial society to an educational paradigm of a postindustrial society means, first of all, refusal of understanding of education as ready knowledge and representation of the teacher as the carrier of ready knowledge. On change the understanding of education as property of the person, as a construction tool of personal career» [3, c.50] comes.

To the modern teacher who is not participating in process of self-education, it is impossible to react to continuously increasing stream of the information, new pedagogical technologies which for today are priority. Musical ethnocultural education is a part of educational process and actively joins in the decision of new pedagogical problems. In «present time a special urgency is got by a problem of updating of the maintenance of education, there is an active search of the new decision of ethnocultural problems» [2, c.291]. Orientation to the new purposes of education demands not only changes of the maintenance of studied subjects, but also methods and forms of the organisation of educational process, activization of activity trained during employment, approach of studied themes by a real life and searches of ways of the decision of arising problems. Many researchers connect innovations in education with interactive methods of training as which are understood «... all kinds of activity which demand the creative approach to a material and provide conditions for disclosing of each pupil» [1, c.14]. Interactive («Inter»-it mutual, «act»-operate) -

means to co-operate, be in a mode of conversation, dialogue with someone. Unlike active methods, interactive - are focused on wider interaction trained not only with the teacher, but also with the friend the friend. At use of interactive methods the trainee becomes the full participant of process, its experience is a knowledge source.

Modern education possesses set of interactive methods, does not make an exception and ethnocultural education. Its pedagogical space in the big degree can be connected with *the Creative task*. Specificity of musical ethnocultural education is based that the trainee throughout all time is connected with musical examples which bear the big educational value. Executing pieces of music, penetrating into the maintenance of artistic images, the trainee is necessarily filled with masterpieces of musical art which should wake creative imagination. Specificity of national songs consists in features of improvisation. Multichannel records of samples of national creativity, confirm uniqueness of each score as absolute repetitions at Masters do not happen: each creation will be individually. Studying and practical development of authentic national sources for the purpose of folk art returning in Russian (and not only) culture, allows the teacher of choral disciplines to form at trainees requirement to sing not as everything, and individually, varying the basic tune, according to a traditional vocal manner. As consequence, choral execution creates collective creativity, with the whole system of is art-aesthetic views. Similar realisation in educational process of interactive methods actually for the majority of special subjects in system of preparation of musical ethnocultural education: a national-household choreography, decoding and arrangement of national songs. At these lessons students have possibility to use diverse forms of search cogitative activity.

Of ethnocultural educational process we do not think without *listening of audio and videorecordings*, one more method of the interactive training directed on self-improvement and self-development of the musician-specialist in folklore. Regular ethnographic expeditions to area areas where samples of authentic collectives have still remained in a life, allow to communicate in "live" with true creators of national creativity. Besides there is a possibility of audio and videorecordings, original masterpieces of authentic art which give creative development heard in modern

perusal, opens wide prospects for research and scientifically-creative activity.

*Game training* of ethnocultural education entirely is based on the one hand on synthesis of the basic forms of a folk art (singing, movement, music, game), with another - gives the chance development of practical training which approaches the trainee to a real life. Diverse norms of poiskovo-cogitative activity at "Ethnography" lessons in additional education establishments, allow to create situations where by means of role games, skill of dialogue, the independent decision of "supernumerary" situations develops. Similar pedagogical process promotes formation of independence and logic of thinking, deepen an outlook, develop intelligence, induce to scientific search.

Degree of interest in informative activity of the student depends on the teacher. Process of pedagogics - creative, and without creation of creative improvisation it is difficult to present modern educational activity.

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