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Vakhidova L.V.

**THE WAYS OF IMPROVING THE QUALITY OF PROFESSIONAL
TRAINING STUDENTS AT THE UNIVERSITY BY MEANS OF MODERN
INFORMATION TECHNOLOGIES**

Bashkir State Pedagogical University named after M.Akmulla.

Abstract

This article discusses some of the preparation of future teachers of IT resources, improving the quality of their training based on competence quality approach.

Key words: professional qualifications, competence, a new educational environment, competence, information environment, an interactive technology.

The current situation is aware of the high importance not only of human life and well-functioning person for planning and implementing socio-economic changes, which in turn dictates the terms of the education system, forced to respond to the challenges of our time, and this is possible only if it is available a sufficiently high level of competence of teachers .

It is known that a professional qualification is an integral education, which includes professional experience, motivation, personality and other professional features. It directly affects the quality and effectiveness of employee commitment and provides the ability to perform various professional tasks.

Today are available the main importance of a professional standard, based on competencies in solving professional problems in the following areas: setting goals and objectives of the profession; motivation of educational activity, providing the informational basis of professional activities, development programs and educational decision-making, organization of training activities [3] .

Training teachers to work in the new learning environment is based on the following ideas:

a) the formation of the methodological skills to analyze the necessity and effectiveness of different types of ICT in education and their professional activities;

b) to attend the needs of professional teachers in the organization and improve its activities;

c) the increase in autonomy in the implementation of continuous education in order to ensure the readiness of teachers to work in the new educational environment.

Information environment is polyhedral and can be interpreted in three ways.

First, it comes in the form of information. Here a man is regarded as a participant in the communication process. Secondly, it can be seen as a system of forms of communication. And thirdly, it meets as the information infrastructure.

Important is the fact that in the information environment, is touched the problem of specialists reserve. This indicates that there is a need for basic education, and formed a social order for a new type of training. Although the problem of communication of educational institutions with the industry remains controversial and is open to discuss as the problem: whom and for whom and whom to teach? How many and what kind of ICT professionals is needed for Russia?

In addressing the issues raised in the education system is proposed to study the discipline, consistently reflecting the logic of the development of technologies from simple to complex.

For example, starting with the first-year students are offered courses propaedeutic background. Specialist of a new era of any profile should own philosophy of the information society and the new technological culture [2]. The emergence and spread of new technological tools and a quick update of educational technology is one of the incentives for continued professional growth. In process of preparing students for life in a rapidly changing technological environment, creating their skills demanding in the XXI century, Teacher himself forced to continuously improve their professional skills in connection with the renewal requirements for the training.

However, there are some problems in the education system today. If you describe the main deficiencies in the training associated with the use of ICT in future career of the teacher, you can highlight the following points:

- dominance of the traditional system of training, which has significant gaps, there is no approach that focuses on changing professional educator in the new learning environment;
- the skills to use ICT tools outside the context of future careers and professional registration requirements;
- training is carried out only in the "user" context, not based on the methodology and the psycho-pedagogical principles of the educational process;
- changes in the educational situation and the lack of approach to the preparation of future teachers in the use of ICT in the light of new directions.

The new educational environment changes the role of the teacher; he is no longer a translator the necessary knowledge. Today is formed a new professional - this is a researcher and consultant, an organizer, project manager, navigator working effectively with a high knowledge. The main task of the teacher becomes the creation and organization of the conditions that trigger the learning activities of students, leading to the educational results that meet the new demands of society.

An effective using of ICT increases teacher pedagogical influence on the formation of the creative potential of students. Professional knowledge of the teacher turned on the one hand, to science, on the other hand - to the students. In this case, the competence of the teacher is manifested in the ability to synthesize existing knowledge [1].

Nowadays teacher qualifications, developed in accordance with professional standards, can be described as a combination of the following competencies.

1. A competence in the field of personal qualities.
2. A competence in setting goals and objectives of teaching.
3. A competence in motivating the students to carry out educational activities.
4. A competence in program development activities and making educational decisions.

5. Competence in providing the information basis of pedagogical activity.
6. Competence in providing of educational activities.

Today is a time when all fields of science, management, business undergoing rapid change, and education necessary to prepare such specialists, who are so quickly could be reconstructed, to acquire new expertise, develop new skills. Today, traditional teaching methods cannot cope with this task, the information that is passed, time to become obsolete before students will be able to use it. In view of the changed situation in recent years in the education system are in demand the interactive technologies.

In order to keep up with the demands of the time necessary to intensify the educational process through the introduction into it of interactive learning technologies, creating psychologically comfortable environment for the academic freedom of teachers and students in the choice of educational forms and methods. In accordance with changes in education, of course, must change the orientation in terms of their new mission.

Today, innovation in education is not only considered as a factor in improving the quality and efficiency, the basis of development in all spheres of public life, but also as a factor in increasing the demand for educational services and changes in motivational readiness to learn. Thus, the interactive technology should be viewed as a long-term investment in the future.

So, it becomes obvious that in this context, learning can be viewed primarily as a reference model of a new state of the individual professional, which he seeks to achieve, and which gives him an opportunity to qualitatively different conscious of themselves and organize their behavior in a changing world, taking into account the expectations of those whom it governs and interacts with whom. This model is dynamic; it makes it necessary to continually develop innovative, not only knowledge but also new, advanced learning technologies.

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Barahsanova E.A.

**SCIENTIFIC AND METHODOLOGICAL SUPPORT BACHELOR IN
IMPLEMENTING EDUCATIONAL PROCESS IN INFORMATION
TECHNOLOGY**

North-Eastern Federal University

This works is this work reveals the need for scientific and methodological support in the implementation of Bachelor of new educational technologies in the learning process is a learning experience of using information technology in teacher colleges.

Keywords: information technology, support, training of bachelors.

One of the important factors in ensuring the quality of higher education is the realization of the modern scientific and methodological support means Bachelor of new educational technologies. The current educational environment requires teachers to create more perfect training and methodological support of their discipline in order to create educational information environment in which students independently or under the guidance of a teacher can learn interesting stuff, the skills of independent work, organize their activities.

At this time in all divisions SVFU worked intensively on the implementation of scientific and methodological support a two-tier system of bachelor's pedagogical skills:

- Issuing departments carried out the work on the development of BUP and RUP, made up of a matrix of competencies, models of graduates prepared annotations to work programs and expertise in the methodological department of the mind;

- Teaching staff are working on the development and approval of the RAP and EMCD disciplines under the new requirements of the PLO, practices and programs of state certification;

- Update planned by fund educational materials in the libraries of departments;

- Great attention is paid to work for the publication of educational and teaching aids. In the departments of pedagogical institute published by a team of educational tools for kindergarten and primary school teachers, as well as electronic learning aids.

Annually updated as much as possible of the material-technical base of departments and divisions are working on the acquisition of modern software for academic disciplines (interactive whiteboard, multimedia projector, the modernization of laboratory work in school physical experiment, demonstration experiment, are actively working to create a training project laboratory robotics for students, pupils and teachers);

- In the educational process of active learning methods and techniques: discussions, debates, panel discussions, interactive lectures, problem workshops, role-playing and simulation, design, gaming technology, reflective methods (portfolios, essays, etc.), the reception of collage, the practical application of lessons, and other fragments that contribute to the formation of skills of debate, public speaking, group work;

- Teachers Pedagogical Institute is actively implementing the educational process information and communication technologies: methods and design of interactive learning, control, test and background materials, case-technology, interactive techniques - presentation presentations in PowerPoint, analysis and

discussion of educational Internet resources, the creation of Computer methodical piggy banks, money management education Moodle and others

Resources are used educational sites (portals), for example, the Institute of the Department of Computer Science was created and operates the network training site "Scientific and methodical support of research activities and students' (address access http://www.pi_yu.ru). Department of psychology uses information technology, with special programs «Praktika», «StimMaker», «SPSS», «TestMaker», for the control of student design used two tests: «TestAsk», «Design of tests."

As a result of systematic work of teachers, staff and students of the Department "of Computer Science and Computer Engineering" on informatization of educational process is the opening of the charity project "IT-start" to improve the computer literacy of the population of the Republic of Sakha (Yakutia) in terms of public benefit, social and meaningful activities of students during Summer holidays in terms of innovative development of society.

Teachers Teachers' Training Institute is a scientific, scientific-methodological support of continuing teacher education, organization and conduct of expert and advisory work on improving the educational process, forms and methods of instruction in educational institutions of Republic of Sakha (Yakutia), conferences, exhibitions and seminars on professional development educators; organization and conduct of research, development and experimental work in education, research and advisory activities.

Mordovskaya AV, SV Panina in the article "Conceptual approaches to career guidance in the federal university," published in "Teacher. XXI Century ", revealing the importance of professional development of the individual in terms of transition to a two-tier system emphasize the following: scientific and methodological support includes the development of pedagogical support programs of professional self-determination, personal and professional development of undergraduate, graduate and professional [3].

In this regard, it should be noted also that the program of scientific and methodological support of Bachelor at the university should be made taking into

account the profile of the course and level of education with the following types of training, focused on the development of professional competence: practice-oriented modular training, training with case study, learning through social interaction. It must be an active participation of major employers in the preparation of professional competencies, placed on bachelors and masters of their training.

Based on the key issues inherent in the situation on the labor market of the republic, and for the successful adaptation to the labor market of graduates university must address the following objectives: to promote employability of bachelors, bachelors territorial redistribution, taking into account the needs of the labor market, organization of training, taking into account the demand for bachelor trends and profiles in the labor market, the promotion of social support graduates of [2].

The implementation of major educational programs provided by each student access to databases and collections, formed for the full list of courses (modules) of the basic educational program. Individual training is provided

Access to the Internet. Each student also has access to electronic library system that contains books on the main subjects studied and formed in agreement with the holders of educational and methodological literature.

The federal educational standards of higher education of the third generation (GEF-3 HPE), to be followed by university professors, suggest widespread use in the learning process active and interactive forms of employment. In this regard, teachers need to revise the classical methods of teaching and actively use their work e-learning resources (ESM), to communicate with students via online-services, in other words, today's teachers must possess the technology e-learning.

In this context it is appropriate to give quotations from the works of fellow Siberian Federal University, NV Gafurova, EV Feskova that the integration of teaching and information technology allows more flexibility to build a learning process, provides education on a par with the fundamental development of creative and professional competencies prepared by experts. This is especially true of IT professionals, for whom information technology is a major tool in their professional activities [1].

Today, the Internet provides an opportunity to actively use the network services such as wiki, bookmarks, blogs, RSS-tape, video, leading experts and public figures, etc., and allows for quick access to the storage of electronic educational resources that are in the public domain.

In the information society and the importance of focus of attention shifted from the traditional types of resources in information resource, which, although it has always existed, has not been, nor as economical nor as a different category, one specifically talked about it and certainly not entered any definitions.

With the adoption of the Federal Law "On Information, Informatization and Information Protection," much of the uncertainty was removed. Guided not by the scientific aspect of this issue, but rather a pragmatic stance consumer information, it is advisable to take advantage of the definition, which is given in the Act. Especially since you can not ignore the fact that the legal interpretation in all cases is for the user information support for the protection of his rights.

Thus, the scientific and methodological support of bachelor in the implementation of new educational technologies at the Pedagogical Institute will improve the quality of training of highly qualified personnel in a regional educational space

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Nazarenko N. V.

**USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE PROCESS
OF TEACHING STUDENTS INFORMATION SCIENCE**

Mariupol State University

The report deals with the main directions for using modern pedagogical technologies. The emphasis is made on use of electronic textbooks and presentations during class time work and for organization of students' self-work, and also on implementation of such modern pedagogical technologies as teaching with cooperative learning and the project method (J. and A. Dewey, W.H. Kilpatrick and E. Collings in the 60 — 70-s of the 20th century in the USA)

Key words: pedagogy, technology, the project method, electronic textbook, hypertext.

Until recently method of teaching in Ukrainian pedagogical practice could be characterized as illustrative- reproducing method of presentation of teaching material. The main function of the reproducing method of teaching is acquisition of teaching material by students during lectures with the aim of its further reproducing and practical drilling at the seminars. In the end, students have an exam or a credit which exposes the level of their acquisition of the material. Numerous scientific experiments have shown low effectiveness of the reproducing method. A stressful situation at the exam, rote learning, i.e. transferring of the learnt material from the long-term memory into the short-term reproduction register, lead to low percentage of students' remaining knowledge.

Under present-day conditions losing of topicality of information, especially in the sphere of computer technologies, is going so fast that it makes it impossible to apply traditional schemes of transferring knowledge from teachers to students in higher school. It also should be mentioned that only those specialists who possess

knowledge and abilities to apply them in practice as well as skills of working in team are in demand on the labour market.

Solving of these problems is furthered by Ukraine's joining Bologna process and changes in the system of higher education which are oriented to the development of students' cognitive individual activities.

Thus, teachers have the aim of teaching students to gain and apply new knowledge and skills in practice, including new spheres of knowledge which are not connected with their activities directly, to widen and deepen their scientific outlook, to work in team efficiently, and the aim of this article is to consider the main ways of solving this problem.

One of the new notions for pedagogy is the notion of technology which can often be found in pedagogical literature (scientific, journalistic and educational). A variety of meanings which different authors give to this notion, shows that it hasn't been formed enough to be used properly [1; 2, c.95; 3]. Pedagogical technology means the whole system complex and order of functioning of all personality, instrumental and methodological means used for achieving pedagogical aims [3, c. 14-15]. A wide use of informational technologies in educational sphere has shown that there have appeared new means which can transfer educational sphere to the technological level.

Using of computer programmes, multimedia projectors, modern information and telecommunication technologies – technologies of multimedia, virtual reality, hypertext and hypermedia technologies – helps to represent the full picture of reality much brighter and faster, to find necessary data, to share the experience.

Taking into consideration these educational trends, the author has worked out electronic hypertext textbooks for the courses Information Science and Computer Engineering, Information Systems and Technologies, Basics of Information Science. These textbooks have multimedia inserts and computer testing, which are used at the lectures, practical lessons and in students' self-work. In addition to this, for the courses Economic Information Science, Networks and Telecommunications, Information Systems and Technologies it has been worked out hypertext documents

with theoretical materials and hypermedia examples on the topic HTML, which are used during practical lessons and are given to students to organize their self-work (for working out individual projects in particular). It should be mentioned that among various tendencies of new pedagogical technologies, the most topical and universal ones within the credit-transfer system teaching with cooperative learning, the method of projects, diverse teaching, “Pupil’s Schoolbag” and individual and differentiated approach to teaching [4, c.15]. And the presented materials allow implementing these approaches in full measure.

The technology of teaching with cooperative learning can be implemented to a considerable extent when working in groups and using computers and the worked-out materials. Creating of hypertext documents is suitable for co-work of groups of students in the best way possible. All the members of the working group are interested in the common result that is why mutual teaching is inevitable and it may concern not only the subject of the project, but also effectiveness of use of computing machinery and the relative information technologies.

A great deal of illustrations, animation and video fragments, hypertext reporting of the material, sound tracking, possibilities of checking knowledge in the form of testing, problematic questions and tasks not only give students an opportunity of choosing their convenient pace and form of the perceiving of educational material, but also allow them to broaden their mental outlook and deepen their knowledge, thus actualizing individual and differentiated approach to studying.

As for the method of projects, it is not considered to be a basically new approach to teaching in the world pedagogy. The founders of the method of projects are the American philosopher and educator J. Dewey and his pupil W.H.Killpatrick [4]. This teaching technology has been also studied by E.S.Polat, V.V.Guzeev, A.V.Khutorsky, D.JackE and others.

After Ukraine’s joining Bologna process, the individual project became a required part of students’ self-study. It is itself a stimulus for students to work, as in the end they can get 15 points (according to the credit transfer system in MSU). But it’s obviously not enough. The lecturer is to select the tasks in such a way that they

should be connected with the specificity of the specialty chosen by the students. Also students' abilities, cooperation of the participants of the project should be taken into consideration so that the result achieved should have a practical value. Besides, the lecturer is to provide students with all the necessary materials.

All the criteria stated above were taken into consideration while working out tasks for students' self-work in groups and individual projects for the courses Economic Information Science (for the speciality "International Economics", "Organizational Management"), Basics of Information Science and PC Using in Psychology (for the speciality "Practical Psychology"), Basics of Information Science (for the speciality "Law"), Information Systems and Technologies (for the speciality "Organizational Management", Information Science (the speciality), (for the speciality "Ecology, environmental protection and balanced nature management").

When implementing personality-oriented approach to the essence of the content of education, it is the person that is the absolute value but not distant knowledge. This approach provides free option of the content of education with the aim of meeting educational, nonmaterial, cultural and life needs of the personality, human treatment of the developing personality, formation of its individuality and the potential for self-realization in the cultural-educational space [1].

The first introduction of the method of projects to students, which is one of the technologies of personality-oriented education, is made by presentation of this method and also by presentation of the students' projects from the previous years of study, pointing out their strong and weak sides. At this very stage the role of the lecturer is particularly important because of the necessity of stimulating students' motivation for their own individual project activities. Nowadays it is becoming more and more difficult because of commercialization of education.

The method of projects is fully realized in multimedia presentations and on electronic multimedia websites worked out by students. Designing of such projects enables students to think logically and creatively, imagining the final result and achievement of the aim. An important thing in this process is connection of the tasks

with the students' field of specialization. Thus, students from "Organizational Management" department work out presentations, sites of inns, hotels, restaurants, cafes, firms (depending on the chosen specialization); students who have "Practical Psychology" as speciality program psychological tests and work out correspondent presentations; students with the speciality "International Economics" solve complex tasks with analysis and processing of economic data and making diagrams, creating data base; students with the speciality "Law" make juridical schemes and tables, solve problems on law statistics; students with the speciality "Ecology, environmental protection and balanced nature management" analyze and make presentations of geoinformation systems, software support of environmental protection activities, design sites on ecology, solve problems on ecology and environmental protection.

There is no doubt that students' self-work is based on theoretical and practical knowledge gained in the process of studying relevant subjects. Not the least of the factors in this case are the hypertext documents with theoretical materials and hypermedia examples worked out by the author. In the process of work there always appear needs in additional information which students can get by themselves from these learning aids, course books, Internet, from their lecturers and also from other specialists in this field or from other sources. In this case motivation is very high. Knowledge gained without assistance and with high motivation appears to be the most profound and effective. The students, who have completed some serious work from the very beginning up to the end, get a great stimulus for their further study.

Rather a big problem for the lecturer when using this method is lack of hours for checking individual projects. Control of students' self-work (so called individual studies) presumes that within this period of time the lecturer is to check self-work completed by students on computers, to check students' notes with the comparative analysis, schemes, charts etc., to figure out the level of their knowledge of theoretical material for self-study, to hold a consultation about problematic topics and about carrying out individual projects. In the situation when at least 20 minutes are given for checking each student's module test, which is written less than two hours, lack of

hours for checking individual projects, which are supposed to be done in 20-30 hours' time, cause surprise at the very least.

So, the lecturer has obtained a new, interesting but difficult role of a coordinator of student's work (or students' team's work) on new topical professional problems. It has been noticed that adoption of these technologies into educational process leads to increasing of students' motivation for study in general, the number of students, who take part in scientific and practical conferences, computer presentations contests is growing. And it is quite probable that in case of developing of each of the mentioned pedagogical technologies in complex but not separately, forcing out traditional methods and forms of work, in time it will be possible to work out the optimal approach to the organization of educational process under existing conditions taking into account specific character of higher school of our country.

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**FORMATION OF THE STRUCTURE AND CONTENT OF A PERSONAL
TEACHER'S SITE**

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This article defined the concept of „teacher’s personal website“ and the basic requirements of him structure and content.

Keywords: *professional development, reflection, teacher’s personal website, educational website, SEO-content, structure of personal website.*

The influence of modern information technologies on education activities has no historical analogues. The global Internet is gradually penetrating into all spheres of a human activity, daily life, creates a need for mastery of digital technology at a high level. The Internet has become a means of teachers’ training system and is used for distance education, professional online communities and professional networks. Creation of educational sites of various types (pre-school sites, sites of secondary schools, universities, educational associations, etc.) has caused the appearance of teachers’ personal pages, representing professional achievements and considerably varying in design and content.

The main purpose of this publication is to clarify the meaning of “a pedagogical employee’s personal site”; define the role and value of a teacher’s personal website in enhancing the professional competence; identify key requirements for its content and structure; analyze available free platform for creating web-sites.

The problem of a professional teacher’s activity has always been in the center of attention of such Ukrainian scientists as I.D.Bekh, N.M.Bibik, S.U.Honcharenko, I.A.Zyazyun, V.M.Madzihona, O.H.Moroz, O.I.Pometun, V.V.Radul, O.Ya.Savchenko, O.V.Suhomlynska etc. Due to the need for qualified personnel, research on the professional competence of specialists has intensified during recent years, (works of N.M.Lobanova, M.I.Lukyanova, A.K.Markova L.M.Paraschenko,

V.V.Syerova, L.L.Horuzha, Ye.M.Shyyanova etc.). Research in the field of educational activities diagnosis and measuring the effectiveness of a teacher (L.I.Danylenko, H.V.Yelnykova, V.V.Oliynyk, V.O. Suhomlinska); teacher's professional development (B.M.Zhebrovskyy, I.A.Zyazyun, V.V.Oliynyk, S.A.Sysoyeva) are also important.

According to the research analysis, one of the key components of the professional competence is self-education activity. Explanatory dictionary defines self-education as the ability to acquire knowledge independently, behind school and mostly without the help of a teacher [1]. According to G.Zborovskyy and E.Shuklyna, it is wrong to consider self-education only as a simple continuation of education. "In the process of self-education a person gets to know himself, develops his intellect, will, self-discipline, persistence, purposefulness" [3, p.27]. The success of self-education and, consequently, the professional competence improvement of a teacher is provided through reflection. The term "reflection" (from Latin reflexio - reverse, display) has several meanings. Dictionaries define this term as "introspection, reflection of man over his own mental state ... display and study of the cognition process" [1,4]. The dictionary of pedagogical terms specifies: "This is not just knowledge or understanding of a person himself; it is finding out how others know and understand him, his personal characteristics, and emotional, cognitive notions" [5]. A personal web-site is a form of professional reflections presented by means of information technologies, as in the formation of its structure and content, self-analysis of the professional activity and self-assessment of the results are taking place.

Analysis of the scientific and methodological literature (works of L.I.Danylenko, H.V.Yelnykova, V.V.Oliynyk, N.M.Lobanova, M.I.Lukyanova, A.K.Markova, L. M.Paraschenko, V.V.Syerova, L.L.Horuzha, Ye.M.Shyyanova and others) on teachers' training confirmed the assumption that value of a teacher's personal site in the improvement of professional competence is beyond attention of researchers .

Teachers' personal sites can be classified as educational sites. According to T.H.Punina's definition, the term "educational site" means a set of web-pages with the design that is repeated and which contains learning and education in the interests of an individual, society and state; united in content, navigation and which is located on the same server; the use of which may be accompanied by certification of learners [6]. *A personal teacher's site is defined by us as an educational resource that has its own individual address, a set of web-pages with a common design which are physically located on one server and contain information about different aspects of the professional teacher's activity.*

The leading problems, which a web-site should decide, can be divided into three groups: the creation of image and advertising; commercial problems (distribution / sale of the product); development and motivation of professional activities, team building. The main aims and objectives of the personal site of a teacher are to create and support the image of a pedagogical employee, development and motivation of his professional activity, a presentation of his experience. On the basis of the information mentioned above, we determined the optimal structure of the site that contains the following sections: general information (a presentation portfolio), professional activity; blog (reflection of the professional activity), a photo album, a guestbook, a feedback form.

The term "professional activity" requires clarification, as it should fully present the pedagogical employee's activity and include units that correspond to individual components of its structure. An educational activity has become the investigation subject of M.Aleksyuk, B.G. Ananiev, J.K. Babanskyi, V.P. Bespalko, I.D. Beh, V. Galuzinsky, A. Zyazyun, N.V. Kuharyeva, N.V. Kuzmin, V. Lozova, I.F. Kharlamov and others. In the works of V.A. Abrasymova, V. Ivanova, L.N.Makarova, A.K.Markova, O.B.Tkachenko models of teacher's activities, based on different approaches, are presented. The structure of a high school teacher's activity, proposed in the article by O.B.Tkachenko [9], is taken by us as a basis for developing the web-site section "professional activity". It contains such components as educational, organizational and methodical, scientific, innovative activities.

Such a structure is only approximate and may vary depending on the position, academic subject that is taught, the additional load (a circle, a studio, a creative group, etc.), cognitive interests of a teacher; direction of a self-education activity.

In our opinion, the content of a personal teacher's site must meet the following requirements: topicality, accuracy, copyright compliance, accordance to the legislation in the field of education and the requirements of SEO-content (originality; summary information recording about the web-site content in meta tags (description); keywords; amount of text in 1000 - 3000 marks, the level density of key words in the text of approximately 5-8%; signed images, the article title contains the keyword (phrase); text on the homepage is not overloaded with illustrations; the site contains at least 7 - 9 pages; there are links to other pages and web-sites; the text of each page has the same layout [10].

For a personal web-site creation professional decisions (author's design, paid hosting) and free platform (templates, free hosting) are used. Among the latter experts consider World Press, phpBB™, Drupal, Dolphin, PHPizabi, Joomla, Blogger to be the most flexible ones concerning the number of options.

Analysis of the popular online teachers' personal pages shows that mostly (80%) Ucoz, Bogger and Goolge are used. The main reason for this choice is a simple intuitive interface of the platforms; free automatic hosting; the necessity for minimum basic knowledge concerning web-sites design.

In the result of professional, scientific and technical literature analysis, existing practice of educational portals and personal teachers' websites building the following conclusions can be made:

- teachers' personal web-sites are a special form of educational web-sites and professional reflection; consequently, an effective means of professional competence improvement; which include information about the teacher's professional activities and has the accordant structure;

- the content of the site must follow the general requirements to the pedagogical web-site (topicality, accuracy, copyright compliance, accordance to the legislation in the field of education) and the requirements of SEO-content (meta tags, keywords);

- when creating a personal teacher's page, it is better to choose the platform, usage of which does not require professional knowledge of programming and the one which provides automatic free hosting.

Taking into consideration the development of Web 2.0 and Web 3.0 technologies, such aspects as analysis of a teacher's site as a means of improving professional competence and organization of self-education and educational activity in the Internet need further research.

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**FROM CUSTOMIZED LEARNERS' DICTIONARY TO DIGITAL USER'S
READING COMPETENCE**

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The present study specifies digital user's reading competence via reading investigation in a rigorous analysis of contemporary social changes. The role played by customized learners' dictionaries has been catching the attention of ESP instructors. Authentic texts selected for digital reading and customized dictionary as teaching and learning materials have competitive advantage. The authors give a model of developing digital user's reading competence and prove its efficiency describing its technological unit.

Key words: reading competence, digital user, customized learners' dictionary

1. Introduction

There is a constant development of people's lives caused by social changes that influence every single aspect of daily routine and especially communication. Several information revolutions together with technological advances changed our society

beyond recognition [2] and they could not help affecting reading as one of communication skills.

If in the past reading was associated only with the material printed on paper nowadays we have all sorts of electronic devices that make reading different. Electronic sources together with hypertext had a great impact on reading strategies and the whole set of activities needed for reading. There are psychological and linguistic changes in reading that make methodological and pedagogical science look different at how to teach it.

We believe that new era of globalization, wide-spread computer technologies, constant information renewal and furthermore changes in educational paradigm mark a new necessity – digital user’s reading competence.

While describing a new competence in a digital world we cannot but highlight an absolute necessity to teach it via modeling the educational environment focused in collaborative project work. The project considered to be efficient is a customized learners’ dictionary, which can bring significant contribution to reading skills important today.

2. Reading competence of a digital user

2.1. Definition, types and new reading characteristics

According to the investigations made [4, 12] reading is an independent psycholinguistic communication skill that represents a unity of word recognition and comprehension becoming either a source of new information or a tool for teaching and assessing in the course of foreign language studies.

As far as reading theory and practice are concerned a great deal has already been done in Russia and abroad. There are a number of influential researchers and educators who contributed to the studies of reading all over the world: K. Goodman [12] and W. Grabe [13] are among them. There is also a global organization “International Reading Association” that is supporting reading research and promoting literacy worldwide (<http://www.reading.org>).

In Russian methodological tradition it was S.K. Folomkina who presented a classification of reading types assuming reading to study, exploratory reading,

scanning and skimming [11]. T.S. Serova thoroughly investigated professionally oriented reading having classified it into scanning-reference, evaluating-informative, assuming-informative and composing-informative reading [9].

However having analyzed the research on reading we were not able to answer the question what to do with the problem of reading decline that is progressing in our society nowadays and how to teach a new generation of digital users.

In our opinion to understand people's attitude towards reading we need a thorough analysis of social changes that have been going on in our society recently, because it could help to define the role of reading and to make students use their reading potential more efficiently.

Studying contemporary reading tendencies we take into consideration the following social changes of recent years: the transformation towards the information society, a shift of educational paradigm, quick spread of new information technologies, globalization and acceleration of a life speed.

Nowadays information becomes the main unit of business, professional development and everyday life [2]. The negative effect of this transformation is represented as knowledge overflow in all aspects of people's activities and besides what happens is called the phenomenon of data misrepresentation when sometimes it is really hard to trace the origin of false news and to say whether this or that material is consistent. Reading is affected by it directly because "clip" mentality leads to shallow understanding of the data around and lowering of reading depth.

Paradigm change made the process of education different. Because of a fast information renewal it became impossible just to share accumulated knowledge and teach how and what an educator was taught by his or her tutors. Now it is necessary to show how one can cope with unexpected new data. And thus the role of reading cannot be overestimated.

New information technologies changed the representation of the text and offered new devices associated with reading, which influence people's attitude towards this process.

Development of world information era is a complex, irreversible and controversial process; the result of how we could overcome the contradictions depends on the educational level and cultural progress [3, p. 34]. Nowadays when self-education and life-long learning skills are of a great importance, competence-based approach has taken its fundamental positions [5] and the main aim of learning is the development of autonomous personality able to take decisions independently both uncommon and optimal in a huge stream of data, reading becomes a major activity of getting the information required.

In our previous article [10] we argued some reading characteristics that can be traced nowadays. They are lack of psychological equivalence between traditional and new sources of reading as well as a certain research interest in theoretically new reading types that are connected with information society (in Russian papers such terms as “screen reading” and “informative reading in electronic environment” appear). Besides there are at least two pedagogically important factors which are disproportion of incoming information amount to the speed of its perception and the significance of the skills to extract and process data in the new knowledge society.

2.2. The model of developing digital user’s reading competence

To estimate students’ motivation to read and to learn what role reading sources play in their lives (reading from a computer screen, mobile phone, e-reader and listening to audio books) we provided the students of South Ural State University with a diagnostic survey.

275 students of various years of study specializing in humanities, technical and economic sciences participated. The results showed that there are three levels of motivational component of readers’ competence: passive, reproductive and active.

We also investigated that there is:

1. a contradiction between predominance of technologically new sources of reading and psychologically traditional desire to read paper books;
2. a necessity to motivate students to use sources of reading different from paper books, demonstrating their advantages in doing tasks more quickly and efficiently;

3. an importance of teaching students to use new information technologies as sources of getting new knowledge.

The analysis gives us reasons to emphasize the contradictions:

- between the capacities of contemporary information environment and a real attention the education pays to it;
- between the necessity to provide succession of reading and reading in computer environment and lack of it in the educational process;
- between the necessity to elaborate new mentality of developing reading competence according to the requirements of the Bologna declaration and the commitment of many teachers and students to traditional methods of the teaching/learning process.

To overcome these contradictions information society needs a new understanding of reading. In Russia some action has already been taken by creating a program of national support and development of reading [8]. But not everything is getting its due emphasis. We prove that reading in the computer environment is an individual aspect to be learnt. So, the result of everything described above should become a different, comprehensive understanding of reading competence – digital user's reading competence.

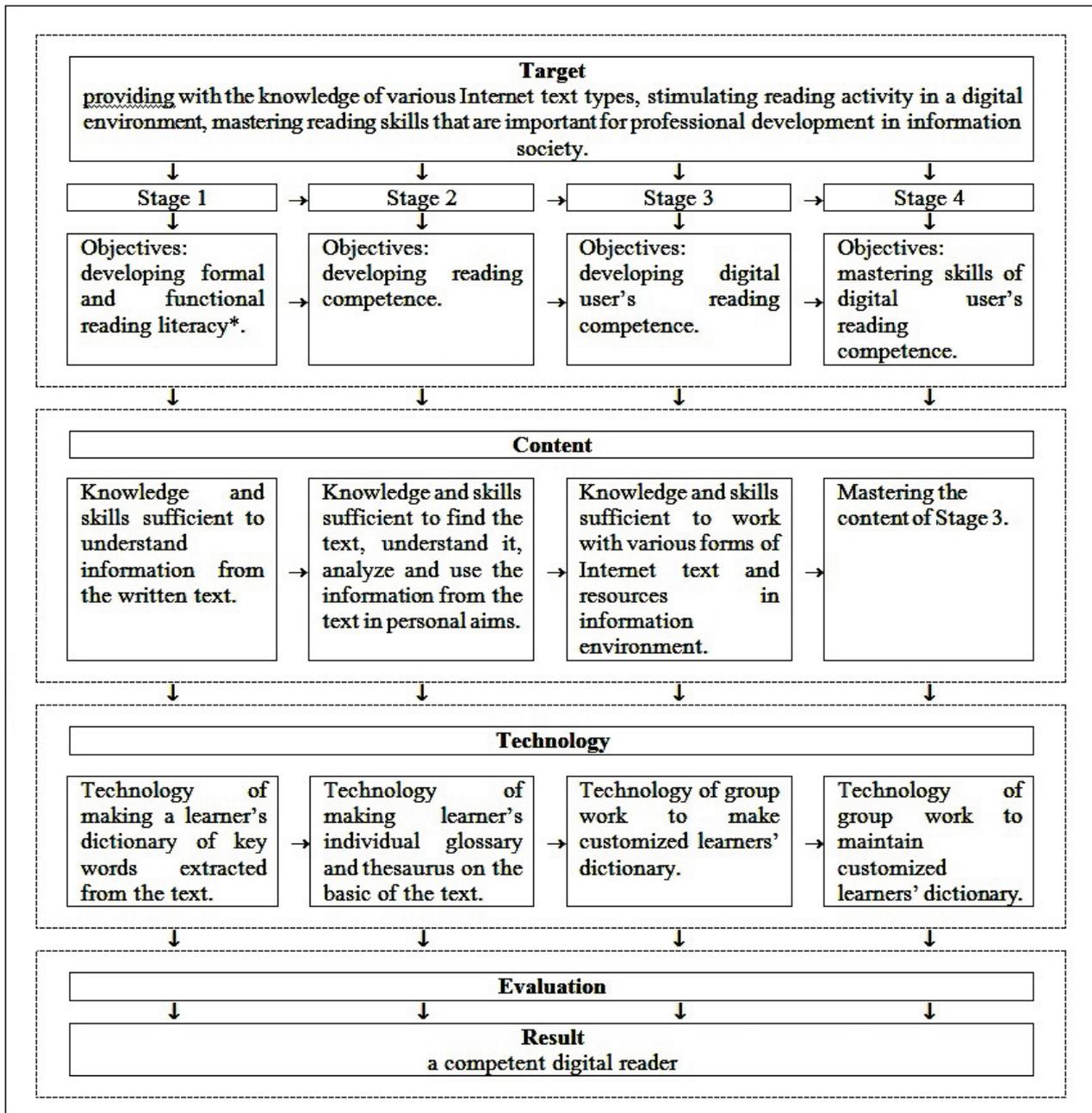
Reading competence is an integrative part of personality representing willingness and resource ability to use an adequate text surfing, reading and generating strategies. A competent reader should be able: firstly – to formulate reading purpose and to find an appropriate text, secondly – to demonstrate reading comprehension skills and thirdly – to generate a secondary text product required.

A digital user's reading competence becomes important while dealing with texts in a contemporary computer-mediated environment. That is why it implies taking into account:

- the factor of resources (using the advantages of computer technologies to read, surfing the Internet effectively in order to find the material according to the reading purpose stated competently, considering various text types and others);

- psychological factor (the abilities to use skills of different reading strategies appropriate to the reading purpose and to combine abrupt “clipping” perception with thoughtful reading of long informative texts).

Taking into account these factors and study of reading papers [4, 5, 6, 7, 8, 9, 10, 11] we present a model of developing digital user’s reading competence (fig. 1) that includes 4 stages: 1) reading literacy, 2) reading competence, 3) digital user’s reading competence, 4) mastering skills, each of them containing 4 units – 1) target, 2) content, 3) technology, 4) evaluation and result. Below we are going to describe the main pedagogical technology that we use to implement the given model and how it helps to get through each stage efficiently to achieve a result of high level digital user’s reading competence.



* for the notion of formal and functional literacy see [6]

Fig. 1. Model of developing digital user's reading competence

3. Technological unit of the model

3.1. Students we teach

The idea of developing competence in reading is merely pedagogical and depends neither on the course nor on the students taught. But as any practically implemented thing it is directly connected with the definite situation we introduce it into.

Right now we are teaching the students specializing in food technologies and foodservice. They start learning basic English and continue with English for special

purposes (ESP). The main idea of this course's results to the student is to be capable of using the language in his or her future career. One of the most important aspects here is the ability to get oneself involved in the stream of constantly changing information containing foreign special lexis.

Meanwhile studying English our students are also taught some professional courses in their native language, in Russian: Common Principles of Treating Raw Materials, Introduction into the Special Studies, The History of Russian Cuisine, The History of Food Enterprise Development, The Basics of Functional Nutrition, Culinary Design and others.

Summing up our experience we emphasize two major tendencies in the ESP course for the students specializing in the fields other than linguistics and language studies:

1. multilevel knowledge of the English language (the variety from A1 to B2 of Common European Framework) makes it important to differentiate and individualize the teaching approach;
2. special courses in the Russian language define students' interests and skills.

The first point shows the importance of developing digital user's reading competence stage by stage starting with reading literacy to get the students ready to read special texts in the third term (the first term of the second year at the university). Here the four-staged model comes very convenient as on the whole the students attend English language course during 4 terms.

The second point shows that the significant thing is teaching the students to read authentic texts. As they already have special subjects in Russian it becomes interesting for them to learn similar topics in English and only authentic material provides the students with up-to-date information about the field of study.

3.2. Customized learners' dictionary

Analyzing the data described above it becomes well-based and extremely important to specifically arrange the educational process altering the individual and group work to develop students' professional knowledge in the foreign language. A

customized learners' dictionary is considered to meet the above-mentioned requirements as a product of a collective students' readership.

There are two reasons to choose a dictionary as a result of students' activity streamed into pedagogical and linguistic ones.

The pedagogical purpose of making customized learners' dictionary and its lexical entries is to demonstrate the skills of reading competence. To fulfill the task the student searches for the information both in foreign and native languages in the framework of given topic, selects the texts and achieves their comprehension, finds key word sets and makes an abstract on their basis.

Linguistic theory suggests that key words are very important and in special texts functioning as noun groups they form a text concept [1]. So, when a student finds those key word sets his or her learner's dictionary becomes a concept-based linguistic output and can represent the material that was read.

To make customized learners' dictionary an integral and most important part of students' work we heuristically tested the following algorithm of educational activities:

1. web surfing for the basic English language text and complementary Russian language texts of compared structure and content;
2. extracting key noun groups from the basic text to make an abstract or summary (folding);
3. making lexical entries for the extracted noun groups;
4. writing an abstract or summary (unfolding).

As far as modeling stages are concerned the technological procedure of customized learners' dictionary making splits into 4 different stages to train skills in reading literacy, reading competence, digital user's reading competence and to maintain and improve the outcome successively (fig. 1). The first stage deals with making a dictionary of key words extracted from the authentic text in the process of reading. The second one specifies two types of lexicographic output: a glossary and thesaurus both of which can be created on the basis of the material that was read by one student. At the stage of digital user's reading competence students start working

in collaboration and their activity strictly corresponds to the computer form given for presenting the dictionary. This is where the group work comes. The last stage is made to master the competence and is based on better understanding of the form and the content of common customized learners' dictionary.

Working in a group the students post their concept-based lexical entries in specially organized Internet environment and everyone reading the texts can use the information already published.

Practically such educational task has a double effect. On the one hand, in the process of individual unassisted work the students develop the skill to find the required information in a huge flow of modern world data, learn to process it for future use and train various types of reading strategies. On the other hand, knowledge of terminology in their native language helps the students to reach a good quality of linguistic competence. In particular they succeed in creating a dictionary that can be supported and developed by next generations of students.

4. Conclusions and future research

The paper introduces the notion of digital user's reading competence and presents a new educational model of its development.

Linguistic output as a customized learners' dictionary proved to provide students with knowledge of English for special purposes to help them mastering digital user's reading competence because the students are good at computer technologies and read a lot in both languages native and foreign using different reading strategies.

Further the authors' ideas described in this paper are supposed to be practically developed, new hypotheses to be checked and scientifically verified to make this pedagogical strategy more consistent and detailed.

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Dobrynina O.L.

**INTERDISCIPLINARY APPROACH TO FOREIGN LANGUAGES
TEACHING FOR NON-LINGUISTIC STUDENTS**

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The paper deals with the interdisciplinary approach to foreign languages teaching applied within the frames of continuous system development of linguistic education in a multidiscipline university

Key words: interdisciplinary approach; English for specific purposes; lifelong learning

To turn a university into the center of international scientific and business cooperation some innovative approaches to foreign languages education of non-linguistic students of a multidiscipline university should be introduced. This will help to transform students' understanding of foreign languages not as a subject to learn and forget after the exam is passed but as a useful tool for international communication in the field of their professional interests, for fruitful scientific activities and participation in students exchange programs.

Development and introduction of interdisciplinary educational programs could unite the efforts of lecturers teaching students to special disciplines and foreign languages. Such programs should provide interdisciplinary links between the subjects both horizontal (if the subjects are studied during the same term) and vertical ones (if the subjects are studied at different courses). Such links could be binary (a special discipline-foreign language) and multi-component ones, for example, when some information technologies are used in the process of education. Computer assisted

language programs [1], the Internet, multimedia, e-mail, web-sites are used in foreign language teaching as a technological component of interdisciplinary links. However, introduction of this approach into everyday educational process meets a number of obstacles:

- according to Federal standards of higher education, foreign languages are studied at 1 and 2 years of education within bachelor's program, and then this subject is included into the 1 year curriculum of a master's program. Thus there is a pre-planned gap in language studying during which students do not practice English and lose their foreign language communications skills to some extent;

- foreign languages competence of lecturers who teach special disciplines is rather low;

- the level of foreign languages competence of freshly enrolled first-year students is decreasing every year thus demanding the arrangement of additional classes to help students raise their skills.

Some possible ways to solve these problems could be suggested:

- 1) to create a system of continuous foreign language education (eliminating any time gaps) [2];

- 2) to raise the level of foreign language communicative competence of lecturers teaching special disciplines;

- 3) to make maximum use of problem solving technology and context approach applications in foreign languages teaching.

Implementation of interdisciplinary approach at science, engineering and technology faculties of Petrozavodsk state university is conducted selectively due to various levels of preparedness and commitment of all participants of this process.

First and second year students study subjects included into the cycle of general education that's why the course of foreign languages should be a kind of introduction into students' future profession. The course should be aimed at learning general words and terms which are used in their future professional communication in a foreign language; at getting to know habits and ways of intercultural communication and practicing certain models of behavior characteristic for the country of the

language. These aims could be achieved by arrangement of role plays when students learn to follow the dos and don'ts of polite manners in situations of everyday and professional communication. For instance, future tourism managers develop these skills acting in role plays when they have to deal with guests and clients in various situations. Next, lecturers could deliver brief (30-40 minutes) talks in a foreign language on the topics included in the cycle of general education that have been studied by the students in their native language. Third, students could be provided with some information and axiological problems to discuss and arrive at some decision. For example, students majoring in energy supply, should compare different available sources of energy as for their efficiency and ecological compatibility and decide if it is possible to construct a nuclear power station in their region.

Interdisciplinary approach in foreign languages education motivated students to search information in various fields, analyze and summarize it according to the particular problem to be solved.

Third and fourth year students have the course of a foreign language as a compulsory or elective one depending on the faculty where they study. The course is aimed at their professional vocabulary accumulation and enrichment. Besides they get familiarized with distinctive features of scientific discourse in a foreign language. Students prepare brief (3-5 minutes) talks and presentations about latest achievements in their field of interests that are followed by discussions and assessments. They participate in seminars and prepare reports on the problems which they select for themselves, for instance: "Ecological tourism: pro&contra". Students take part in role plays, for example, job interview.

Graduate students take the course of a foreign language to get prepared for a candidate of science exam. In the course of studying they enrich their vocabulary with a lot of special terms, learn to translate papers and books in their field of research and to write abstracts and papers presenting the results of their investigations. Besides they present their achievements at students scientific conferences held in a foreign language in Russia and at international scientific international conferences abroad.

To sum up, implementation of the interdisciplinary approach to foreign language education makes a certain contribution to educate qualified graduates prepared to work efficiently in their professional areas.

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Novikova E.A., Grigoreva I.V.

**WEB-PORTFOLIO ON THE VIRTUAL LABOR MARKER AS THE
FACTOR OF EFFECTIVE ATTRACTION OF THE POTENTIAL
EMPLOYER TO THE PERSONALITY OF THE FUTURE TEACHER**

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This article discusses the technology of web- portfolio as an effective way to attract employers to the personality of the future teacher. The problems causing the relevance of using this technology in modern universities are indentified. The basic types of the web - portfolio are presented, the structure of the career web-portfolio is allocated, allowing to the future teacher successfully present itself on a virtual labor market.

Key words: employment; cooperation with employers; career; web –portfolio.

For years modern mass media acted as mechanisms of formation and translation negative media - image of the teacher. This factor influenced a choice of young generation of future profession not towards pedagogical specialties that, in turn,

should remain unnoticed in dynamics of development of all state as a whole. Today higher education institutions of a pedagogical orientation still experience difficulties in questions of employment of the graduates, ensuring complete realization of their professional and personal potential, and also search and involvement of the employer.

The carried-out analysis of works of such authors as: Volgin A. I, Kosmynin A.V., allows to conclude that ensuring knowledge of both parties of the labor relations, became possible at the expense of visualization on the Internet of a virtual labor market that considerably optimized access to banks of vacancies. It should be noted that the centers of assistance to employment of students and graduates still carry out search and involvement of the employer, using less new technologies, rather monotonous and often don't answer new conditions and tendencies. Search of means of involvement of the employer, interaction with it, leads higher education institutions to use - web – a portfolio.

Thus, the actuality of our research is defined, on the one hand, by existence of essential reserves and potential possibilities of application of technology of a web portfolio of students - future teachers in educational process of higher education institutions, and, on the other hand, the fragmentary use of these possibilities guarded with the relation of the pedagogical public to need of refusal of traditional technologies of involvement of the employer. However, first of all, we will a definition of a web – portfolio. So, I.V.Grigorieva is marked out that, attempts «interpretations of the concept "web portfolio" is made much, in each of them the details are emphasized, but as a whole it is possible to tell that it is a question of on-line collections of works of a certain author (the individual, group, the organization) and the related comments (as author, and others) and estimates. [1] Due to the definition opening essence, and also specifics of considered means, it is necessary to conclude, what exactly web – the portfolio of career advance will help future teachers, actively to position on virtual labor market, and process its design will force the owner to trace development and improvement of necessary competences, thus, constantly increasing competitiveness.

As the proof of our point of view, we will address to authoritative opinion of scientist-researcher L.A.Ivanova which so writes about a web portfolio of future teacher: «... it is interesting as means allowing to position to the graduate in virtual space before the potential employer and the consumer (i.e. parents) since in fact, is peculiar «the passport of competences and qualifications» [3].

The structure offered by chair of pedagogic ISLU seems to us full, and includes such data, as: information on the owner, the professional biography, the composition introspection, the self-characteristic, official documents confirming victories at competitions, the termination of courses, representation of research activity of the owner, the analysis of its training in Higher education institution and plans and the future; methodical box [2]. At such web – portfolio various mission - on the one hand, an assessment educational success and scientific achievements, with another - an assessment of readiness for professionally career.

Thus, the technology web - portfolio is on the one hand - an effective remedy of self-presentation and positioning, and with another – a way of involvement of the employer to the identity of future teacher on a virtual labor market, at the expense of a saturated content of data for the employer. The professional and full web portfolio of career allows the employer: define level of preparation and all range of abilities of the candidate, and take an optimum decision in favor the graduate.

Today the higher education institutions which have counted on a web portfolio of students, enter the virtual market, actively forming positive media - image on the Internet, solve difficulties in a question of employment of graduates. The web portfolio of the successful students who have proved in research, educational, professional activity, actively taking part in social, educational, educational projects of university, and also public life of the city, the region, edge can enter into base of web-portfolio.

Such approach will allow to visualize the most objective picture of ideas of candidates on a virtual labor market for the employer, to higher education institutions to solve problems of employment of students and graduates of pedagogical specialties. A number of higher education institutions of Russia conducting

preparation of future pedagogical shots for "new" school already have wide and successful experience in this area.

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Torkunova J.V.

**INNOVATIONS IN TOURIST EDUCATION: WORKING OUT AND THE
INTRODUCTION ANALYSIS**

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Change of the educational paradigm, the competent approach to an estimation of quality of result of education leads to occurrence of a great number of innovations

in the educational environment. In work technology application qualitative education-analytical support is considered, allowing to design innovative processes and to trace their quality of introduction in sphere of tourist education.

Keywords: educational innovations, a quality estimation, tourist education.

Tourist education - process dynamical, depending on set of different factors and conditions, and its quality is in many respects defined by how much it corresponds to inquiries of employers and consumers of educational service – trained.

The kompetentional approach introduced today, for each direction of preparation including for tourist, has defined that set компетенций which the graduate of tourist high school should possess.

However at realization FGES there are many problems ways, methods and technologies of formation of these компетенций, in particular, aren't defined, there is no toolkit for their measurement, teachers methodically aren't ready to its realization , etc. For overcoming listed, and also of some other problems it was necessary to develop the strategic plan for development of innovative-educational activity as, in our opinion, innovations allow to overcome rupture between existing quality of education and its necessary value.

According to the developed technology квалитативного information-analytical support at the first stage the detailed analysis of conditions and requirements by a method of the SWOT-analysis internal and environment, poll of employers, revealing of level of preparation of the trained is carried out. At the second stage the estimation of resources of educational institution, and also possibility of performance of the developed before pedagogical, psihologo-pedagogical and organizational-pedagogical conditions have been spent. At the analysis of personnel resources the following problem has been revealed: teachers of applied disciplines, such as «the organization of activity of tourist agencies», «management of transport services», «technology of preparation of products of public catering», «animation activity in tourism», etc. own only theoretical knowledge, are torn off from practice, at the same time, teachers-experts don't own a technique of teaching and have no sufficient methodical maintenance of educational process. At the same time studying of the

international experience (France, Spain) testifies to importance of training of students directly on manufacture (in hotels, restaurants, travel companies) therefore after discussion of the created situation at session of working group (the director, the deputy director for study, the deputy the director for the scientific work, managing the chairs, leading teachers, representatives of potential employers) the decision on reorganization of existing educational process as follows was accepted: on the fourth year one day as day of practical training has been allocated. The theoretical part of discipline was found by regular teachers during a semester, and a practical part – teachers-experts as within the precincts of academy, and is direct on manufacture on incorporated practical works концентрированно (one discipline – time month). The resulted innovative approach has allowed to raise практикоориентированность training that, in turn, has allowed to raise its quality and motivation of the trained. For an estimation of quality of an innovation control gaugings of quality of knowledge and motivation of training on disciplines «the organization of activity of tourist agencies», «management of transport services», «technology of preparation of products of public catering», «animation activity in tourism» in control and experimental groups have been made. During motivation diagnostics following results have been received: in experimental groups the motivation has moved towards motives of creative self-realization and professional motives while in control groups the motivation authentically hasn't changed.

The obtained data has allowed to make a look-ahead estimation (0,9) and a pilot estimation (0,9) qualities of an innovation. Results of introduction of the given approach have been discussed at conference of teachers of academy, at methodical seminars, and also presented on a high school site, including in the form of a photo- and the video report. By results of experiment by a management the decision to extend the given approach and on disciplines of the third courses was accepted. The total estimation of quality of an innovation has decreased to 0,88 that also means high enough degree of quality.

At the same time employers have stated necessity of increase of level of information culture of students. For the decision of this problem in experimental

groups at studying of some subjects (the logistics, activity of tourist agencies) have been widely used the computer technics as the tool of gathering, processing and the information analysis. During experiment at an estimation of quality of an innovation and its pedagogical expediency dynamics information компетенций the students which structure includes cognitive, substantial, communicative and reflective components which reflect its structurally functional and substantial essence was considered. For level definition сформированности information компетентностей students the criteria of level with the same name сформированности information culture have been used, four levels сформированности are allocated: low, admissible, technological, heuristic. The comparative analysis of results of estimation information компетентностей before forming experiment has shown authentic positive changes in their levels сформированности in experimental groups.

It is necessary to notice that fact that 90 % of students of experimental groups have received the offer after practice to found a job (in comparison with control-50 %).

Upon termination of experiment quality of innovative-educational activity of high school has been estimated by expert group in 78 points (37 point at an ascertaining stage of experiment), innovative potential of teachers of high school has raised (the number of teachers with a basic level was reduced from 68 % to 36 %, on the technological has raised from 23 % to 35 %, on research about 9 % to 29 %), and efficiency of the introduced system has been estimated in 92 points from 100 possible.

The research conducted by us has shown an essential gain both as knowledge, and in formation information and communication competences so we with confidence can assert that innovative approaches to tourist education bring the considerable contribution to its development and qualitative updating.

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Smolyaninova O. G., Imanova O. A.

EPORTFOLIO TECHNOLOGY IN THE TEACHER TRAINING SYSTEM

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The authors offer to use ePortfolio technology for training teaching staff in accordance with educational needs of the society and the employers' requirements. The article describes experience of using this technology within Bachelor/Master programs at Institute of Education, Psychology and Sociology of Siberian Federal University.

The research is being carried out within the project "ePortfolio for Human Resources" and is supported by the 7th EU Research Framework Programme and Russian Humanitarian Fund.

Keywords: ePortfolio, pedagogical education, Bachelor degree, Master degree, academic mobility, professional competences.

Development of the innovative market economy and its influence on the system of education and global informatization of the society cause the necessity to update the methodical and technological system elements which are the indivisible parts of the pedagogical education.

The main goal of the educational system modernization is increasing the quality of education: reaching the level satisfying personal needs and the needs of the society, the level corresponding to the federal standards.

Development of innovative economy and its influence on the system of education, and global informatization of the society make modernization of methodical and technological components of the professional pedagogical education necessary. Modernization of education brings forward new requirements towards teacher's professional competences. The teacher remains the central figure of the educational process, that is why the quality of training and the former students' professional success depend on the teacher's level, his reflexive skills and ability to construct the learning process.

The main idea of modernization of the educational system is ensuring quality of education - reaching the outcomes corresponding to the personal educational needs, requirements of the society and federal educational standards.

Successful development of the pedagogical education system needs introducing effective pedagogical technologies supporting students' autonomy in setting educational goals and constructing individual educational trajectories, reflexive work, career planning and life-long learning. The necessity to use new technologies for complex assessment arises to evaluate learning outcomes, students' social, scientific and other achievements when the assessment is being carried out not for assessment purpose, but for revealing students' inner motivation in demonstrating learning outcomes.

We consider ePortfolio technology to be most effective and most adequate for fulfilling the mentioned tasks. A systematic use of the mentioned technology on all the stages of professional pedagogical education will allow making a step forward in training pedagogues. An ePortfolio offers the opportunity to update the assessment system and gives the prospective employer (parent, student) the opportunity to "choose" a most qualified pedagogue corresponding to the students' personal needs.

A consecutive implementation of the ePortfolio system in higher education will ensure development of the students' autonomy, reflexive skills, and the students' motivation for professional development.

In the social and economic context an ePortfolio may be regarded as an instrument of effective and rational career development on the labor market. ePortfolio technology supports adequate procedure of assessing the key competences, as well as an instrument of professional and creative cooperation of students and employers [5].

It should be underlined that among basic student's ePortfolio functions different authors name the functions connected with revealing certain personal characteristic features or certain characteristic features of the activity a student is involved in. Such assessment is carried out within a system of the criteria worked out before. The mentioned above functions are connected with defining ePortfolio as:

- a means of control [2];
- a means for complex assessment of the educational outcomes, student's professional development and self-determination, reflexion and career planning [4];
- a many functional instrument for assessment and self-evaluation [3];
- an alternative means of assessment (self-evaluation of the student's professional knowledge, skills, personal characteristic, professional development, etc.) [1];
- a means of objective and complex analyses of the existing and prospective student's abilities and opportunities, a means of demonstrating the student's strong points and revealing his personal, professional and creative potential [2].

The analyses of the experience of different Russian pedagogical universities (Perm Pedagogical University, Esenin's Russian Humanitarian University, Herzen's Russian State Pedagogical University, Astafyev's Krasnoyarsk State Pedagogical University and other) allows distinguishing the following trends in using ePortfolio in higher education:

- demonstrating students' personal achievements,
- reflexive analyses of the professional experience,
- assessing knowledge, skills and competences in different courses within different programs of education (i.e. language portfolios for students studying foreign languages)
- analyses of efficiency of educational programs/courses carried out on the basis of the materials presented in the ePortfolios [6].

To our opinion though ePortfolio technology is being used in some pedagogical higher educational institutions its opportunities are not used to its full extent. The practical experience of using ePortfolio in pedagogical education is lacking a systematic approach.

ePortfolio is a part of the holistic concept of electronic education, a means of network interaction of teachers, students and administrators involved in the work.

From the authors' point of view using ePortfolio technology within the electronic academic environment of a higher educational institution will provide students' and teachers' network interaction which is a prospective form of organizing the learning process in the open information and educational university environment. Using ePortfolio offers a teacher the opportunity to formulate the tasks to the groups of students at a distance, and carry out individual feedback, comment the students' works. Apart from that the students may form groups to carry out the tasks together.

Thereby using ePortfolio supports effective students' autonomous learning. Autonomy of future pedagogues is an asked-for quality in the modern world when the system of secondary education is undergoing the process of modernization. Organizing external expertise motivates the students to form such qualities as responsibility for the materials presented in the ePortfolio.

ePortfolio technology may play a significant role in academic mobility programs. European countries have projects devoted to the students' language portfolio presenting language competences of a student and his individual progress in this area.

The legislation to support academic mobility is being worked out in Russia. There are different technologies for realization of the academic mobility: direct exchange programs, conferences, workshops, joint projects and research work, open and distant education, language study, etc.

ePortfolio technology logically becomes part of the educational system at any level. In this context it does not matter whether the electronic data are stored in the Internet or on the flash-card or hard disk of the computer. ePortfolios are easy to transport, demonstrate and edit, transfer to another system or environment [Abrami, Barrett, Strudler, Wetzel, Wade, etc.]. That is why ePortfolio is a long-term instrument, it may be developed after completion of a course or after graduating from a university or transferring to another university, etc.. Network ePortfolios are open to public and may be subjected to standardization in different networks and countries [Abrami, Barrett]. For completion of this task it is necessary to reach agreement on the universal ePortfolio structure at different levels: regional, national and local.

Therefore ePortfolio technology is an adequate instrument of developing mobility. It allows subjects of the educational process share knowledge within a group, a higher educational institution, a country and all over the world. Realization of this task needs an open ePortfolio platform corresponding to certain standards.

In accordance with the terms of realization of the basic Bachelor[7] and Master [8] degree programs in Education ePortfolio may serve as a reliable means of assessing competences, practical experience, knowledge, skills and the level of mastering the material. ePortfolio may also be used as the basic means for data collecting to monitor the dynamics of formation and development of basic and professional competences and evaluation of the student's reflexive skills level. The authors of the article believe that for this purpose a matrix may be used (a matrix to conclude whether the materials presented in the student's ePortfolio correspond to the competences which are being developed).

In this article we would like to present the experience in implementing ePortfolio technology into the educational process at the Institute of Education, Psychology and Sociology, Siberian Federal University on the example of Bachelor programs in Education and Psychology and Master program in Education.

A course in "ePortfolio Technology" is studied at the first term of the Bachelor program in Education and Psychology, and is aimed at mastering the methodological approaches toward developing and using ePortfolio for formation of the basic and professional competences of a future primary school teacher; the competences important in the information and educational school environment. The course presents methodological grounds of the ePortfolio technology, and different models of using ePortfolio for reflexive evaluation and assessing teacher's work in the constructive learning paradigm.

"ePortfolio Technology" is a practical course which includes different types of student activities.

At the Institute of Education, Psychology and Sociology ePortfolio is a network instrument; that makes the process of adding the content technologically easier as it has the clear structure [6].

It should be pointed out that the students' work at creating their ePortfolio within the course in "ePortfolio Technology" is the starting point; the prospective goal is a long-term development of the ePortfolio content.

Master program students specializing in Education study a course in "ePortfolio in Higher Education" within their 5th year of study.

This discipline is aimed at formation mobility, professional competences and the ability to present oneself on the modern labor market. These personal characteristics and competences will allow a Master program graduate to more effectively use modern means of social interaction in the electronic educational environment based on the principles of cooperation; work out and realize educational projects; plan individual educational trajectory of life-long learning; plan career development.

It should be underlined that Master program students specializing in Educational Management use ePortfolio for reflexive analysis of their professional activity in the process of practical work and while demonstrating the results of the practical work in the form of photo reports, videos and presentations, supervisors' reviews, results of self-evaluation and the level of basic and professional competences development.

On the basis of using ePortfolio technology in the educational practice at the Institute of Education, Psychology and Sociology we came to the following conclusion:

- Every level (Bachelor/Master degree program) should have clearly described criteria of assessing the materials contained in the ePortfolio and correlate with the federal state educational standards of higher professional education and employers' requirements.

- Creating and developing ePortfolio at Bachelor program level is characterized by the first student's reflexive experience which includes singling out the existing deficits in the knowledge, skills and basic competences; and constructing an individual educational trajectory; the student plans his educational activity in the academic environment; and undergoes the process of professional self-determination and development. Assessment of the level of the acquired professional competences

is carried out on the basis of the pedagogical practical work and the learning outcomes - the results of the mastered academic courses.

– At Master program level using ePortfolio is aimed at career development and professional growth, at using the existing reflexive skills and their further development, at professional competences formation and developing management skills. Assessing the level of the competences is carried out on the basis of the presented results of practical work (introductory, scientific and research practical work) and the results of the scientific and academic activity.

– ePortfolio structure at every level should contain invariant part (sections which are compulsory, which may demonstrate the level of the professional competences of the student) and optional (the sections which are chosen by an educational institution depending on the area of professional training).

– It is useful to include into Bachelor/Master program students' ePortfolio a section for the prospective employers. This section may contain the materials corresponding to the employers' requirements or artifacts presenting professional competences of the candidate.

– The concept of developing an ePortfolio should take into account the principle of continuity (for Bachelor and Master program students' ePortfolios). It means that the student reconsiders the goals of ePortfolio development at every level, and at every level plans its further development. Storing the previous information and materials should be technologically realizable when the students transfers from one level to another.

– The student's ePortfolio contains the best works and achievements (academic, scientific, professional and social) of the Bachelor\Master program student. The transformation of the student's ePortfolio into professional ePortfolio will be the result of the continuous work and adding the new materials into the ePortfolio. These materials will serve evidence of the academic and professional competences of the ePortfolio holder.

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THE FONDATION OF A MEDIA COMPETENCE BY WEBINAR

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Keywords: media, media competence, Webinar

Today topic of information technology in education is one of the most urgent, the second half of the twentieth century was a period of transition towards the information society. At this stage it became apparent that the development of any country depends not only on the natural and physical, but above all from the information resources. For several decades, leading the world in teaching science formed a specific direction in pedagogy - "Media Education» (media help audiences of all ages to better adapt to the world's media culture, learn the language of the media, be able to analyze media texts, etc.). Russian Pedagogical Encyclopedia defines "media education" (Engl. Media education from Lat. Media - means) as the direction in pedagogy, encouraging the study of "the laws of mass communication (press, television, radio, cinema, ideology)."The main objectives of media education: to prepare the next generation for life in the modern information age, the perception of different media, teach a man to understand it, realize the consequences of its impact on the psyche and learn ways to communicate through nonverbal forms of communication using technology. New opportunities for the development of media education in Russia opens the federal state educational standards of higher education approved by the Minister of Education and Science in 2009-2011. According to the GEF to September 1, 2011 for all universities in Russia provides for an elective component that facilitates the introduction of media education in the higher education system. And also, the resolutions and recommendations of the UNESCO has repeatedly stressed the importance of media education and support. Innovations mean by an introduction of new technologies that contribute to the development of media competence. As well as new requirements for training teachers who can implement the principles of media education as part of its destsipliny. Media competence implies knowledge and skills generated in media open society and educational system. At this stage the problem of finding updated technologies to the formation and development of media competence teachers. The studies deal with this problem, scientists around the world, including representatives of Russian science can be distinguished scientists such as A. Fedorov, IV Chelysheva, V. Gura, EV Muryukina, N. Red, VL Kolesnichenko, DE Grigorov, G. Mikhalev, etc.).At this stage of the study have

already been invented and introduced in the process of media technologies such as web-portfolio, web-quest, online courses, etc. But one of the newest and best technology is perspektiynyh webinar. Webinar is a type of online training, in which the presenter and the audience communicate in text, audio - or video chat. Subject illustrated slide talk or inscriptions on the electronic board. This technology is well proven in other sectors of human activity, such as in business, management, teaching. The training uses an interpretation of the webinar as an online seminar, organized with the help of web-based technologies online. The webinar is a completely new teaching technology in the education system. Webinar at this stage of education - it is absolutely innovative phenomenon that is still on its way to the development and improvement, but for whom many see as an optimal and efficient form of training in the future. Potential of media education webinars is, above all, that allows pedagogical skills to acquire new knowledge in the field of teaching, to develop their skills of working with media education and the environment to shape the skills of effective work in a rapidly developing media society. The educational potential of webinars is realized primarily due to the peculiarities of the technology. First of all, webinars make learning more effective, because of its great advantages: the use of visual presentations, audio - and video-conference, the presence of feedback from students, the possibility of question-answer format of the sessions; test of knowledge here and now, interactivity, the organization of the learning process does not require significant cost and time. The use of technology allows the instructor to vary the webinar training methods, using a variety of forms, such as group interviews, roundtable discussion, brainstorming, debate, lecture, seminar, conference. This feature of the webinars makes this technology even more effective. Moreover, the technology allows webinar present and future educators successfully realized in the profession, carrying out the vertical and horizontal mobility. A number of universities in Russia, leading the preparation of future school teachers already have a rich and successful experience in this field. For example, the Chuvash State University has opened a special portal webinars <http://depo.chuvsu.ru/>, where students can not only register for the webinar of a teacher, but they themselves can become authors of

educational webinars. Moreover, Russia has opened its first online university offering education in <http://www.moi-universitet.ru/> some departments only with the use of technology webinars. In conclusion, we can summarize that the webinar at this stage of education - it is absolutely innovative phenomenon that is still on its way to the development and improvement. It shows conclusive benefits and advantages of the online seminars, as well as most popular Internet resources that provide services for creating and conducting webinars.

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**INNOVATION VS. TRADITIONALISM (MULTIMEDIA PROJECT AS A
NEW FORM OF TEACHING ENGLISH IN HIGHER EDUCATIONAL
INSTITUTION)**

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The paper deals with main characteristics of an experimental multimedia project (MlmP) in the framework of TEFL: its aim and tasks, planning, timing, realization and evaluation in accordance with up-to-date needs of college training specialists for the global space.

Keywords: TEFL, motivation problem, project methodology, innovation, multimedia project, communicative activities

New age demands new approaches to education especially when it concerns college. The problem seems to be more complicated when it deals with such a subject as Foreign Language. People from all over the world have already accustomed to the fact that they should speak two languages in order to exist harmoniously in the international context: their native language and English. The modern tendency to

TEFL is to include it in the structure of all the subjects from the curriculum – as a result, the language becomes only the means, and not the aim as it has been before. Students study English during lectures and seminars on various subjects using it as the only way of communication. Though not all colleges have reduced the importance of English as an independent subject having faced the motivation problem: how to persuade students to attend English classes in which they have to discuss such topics as *Animals in our Life*?

The suggested concept of teaching English as a foreign language in colleges with traditional approach to this subject as an independent unit of the curriculum regards the idea of involving the project method. The technique widely-spread in schools and colleges and used only as a part of students work during the semester can be transformed into a full-scale activity able to replace traditional English classes. The project taking into account professional skills and knowledge students acquire through the semester is planned, worked out and discussed in classes instead of routine activities like “read the text and answer the questions”.

Major characteristics of MImP project can be as follows:

- motivating
- involving
- representative

Motivating characteristic seems to be quite clear from what has already been said – if you have once chosen a particular field of interest, you’ll be interested in developing it in English classes often regarded as “wasting time” subjects having no links to your future profession.

Involving characteristic preoccupies the idea of mobilizing students’ professional skills and knowledge in studying a foreign language and applying problematics of their major to English classes.

Representative function consists in visualizing results achieved during studies and offering practical solutions to the problems closely connected to students’ professional area and able to influence their career.

It's highly important to emphasize the idea of a foreign language functioning here not only as means of expressing ideas but, what is more critical, as the only tool of achieving the aim. Only speaking English in classes in the MImP project framework (imitating real life international negotiations) students can set the goal, formulate tasks, ask questions, get information, complete the research and draw right conclusions.

Aim of MImP is to solve a vital problem of the modern youth correspondent to their future profession (e.g. finding a proper job without experience, starting your own business without enough money, getting a financed grant for education abroad, planning summer holidays so as to earn money for fee-paying college, etc.).

Tasks of MImP are crucial points that should be clarified to solve the problem (e.g. what companies offer workplaces requiring no professional experience, what preferential terms are suggested to start up business by banks, what requirements to grant applicants are, what work-and-travel programmes offer the biggest income, etc.).

Planning of MImP depends on two main features students perform: the language level (A – Elementary, B – Intermediate, C – Advanced) and the proficiency level, or the level of knowledge of their major (i.e. we recommend Spring MImP for 1st/2nd year students, Mount MImP for 3d year students, and Acme MImP for 4th year students). Planning also comprises voting and casting.

Voting for the project topic represents an open vote (from 3 to 5 different variants suggested) held in the group involved. Possible themes are previously discussed and worked out by several teachers of English collaborating with their colleagues from major departments, such as Tourism, Management, World Economy, etc., who are responsible for motivating characteristic of MImP. The themes formulation should meet three requirements:

- correspond to the group specialization
- be adequate to the group's needs and interests
- comprise from 3 to 4 traditional topics for discussion (e.g. Sport, Food, Travelling, etc.)

Casting stands for MImP roles distribution. There should be a Head whose main function is to develop the ideas and inspire actions, three Assistants who perform directing, governing and controlling functions and Personnel who fulfill the activities planned. The roles are distributed by HR Manager who reads candidates' CVs, interviews them, offers them to role-play the situation close to that he or she will deal with, and finally pronounces his judgment.

The part of the HR Manager should be performed by a teacher of English (not working with the group), having as his assistant a teacher of the subject referred to the project. Afterwards, the group EL teacher takes part of CEO and evaluates the project outcome together with two invited professionals (the one that has performed the part of HR Manager, the other being either an independent representative of the sphere developed within the project framework or the teacher of the major subject).

Timing deals not only with classes but with independent research project participants should carry out in their free time. In modern curriculum standard total time given to EL studies (120 hours in average) is harmoniously divided into two equal parts: 60 hours for classes and 60 for homework. In case of MImP motivation for working in free time is solved much easier for it comes to students daily activities. They:

- discuss peculiarities of the project using social networks (Skype, Facebook, MySpace, etc.)
- collect information surfing the net
- create diagrams, video clips and make presentations with the help of computer programmes.

Thus, every task suggested to the group should be strictly limited and claimed on the deadline. All the stages comprising MImP structure: voting, casting, preparation, research, demonstration, defense and discussion are timed according to the significance and role they play in the project. Let's take one-semester A Spring MImP worked out by the group with 120 hours of class work i.e. 16 classes (2 periods a week).

- Voting: 1st class

- Casting: 2nd class
- Preparation: 3rd – 5th classes
- Research: 6th – 10th classes
- Demonstration: 11th – 12th classes
- Defense : 13th – 14th classes
- Discussion: 15th – 16th classes

Realization. Preparation stage is connected with the collection of necessary basic information, interesting facts and curious details both in written and visual forms, 1/3 of which is offered by the teacher as a starting point at the beginning.

Research stage includes various forms of work: group discussion, interviews, analysis, exchange of information, debates, etc.

Demonstration stage implies presentation of theoretical theses, practical solutions to the targeted problem and convincing arguments.

Defense stage consists in MImP presentation to the board, questions and remarks from specialists, debates on the most controversial points and pre-final judgment.

Discussion stage takes place afterwards and deals with summing up by the group members and CEO and announcement of the final mark.

Evaluation needs special attention. The final mark is combined of several marks put for every feature of the MImP. In particular, it looks like this:

- Vocabulary/Grammar/Phonetics literacy
- Resources mobilized
- Research scope
- Quality of visual materials
- Originality of solutions
- Practicality of solutions
- Aim achievement

Every point is evaluated within the limits of 1 – 10. Thus, maximum a group can get is 70 points.

To conclude this brief description of experimental MImP I'd like to comment on types of activities suggested to students during the project work. The emphasis is laid on communicative tasks implying independence, creativity, imagination and responsible for students mental development. It is highly important in terms of passivity and lack of self-confidence young people demonstrate at the beginning of their career. At the same time traditional principles of activities gradation and division into language, pre-communicative and communicative tasks still remain principal.

Numerous details still need clarification and revision. Advisability of implementing this technique in education is questioned as well. But what seems doubtless is that this or that way traditional system of education is being changed absorbing new tendencies and approaches and is widely open for innovations.

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ADAPTATIONAL PROBLEMS OF GIFTED SCHOOLCHILDREN

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This article involves the problems of adaptational difficulties of gifted children, which prevent the realization of their educational potential.

Key words: genius, gifted children, adaptational problems, risk situations of development of adaptational problems, remedial and developing education.

Humanistic paradigm of pedagogical study development in Russia opened the opportunity of development of some progressive scientific directions. The problem of children's genius is one of the most evident among them.

One of the central methodological subjects of the problem is the question, concerning the content meaning of such key notions as genius and gifted children.

Very often gifted are called those children, who do everything earlier, better and quicker than others and sometimes not in such a way as most of their peers, those

who demonstrate a high level of abilities in different fields of knowledge. These may be intellectual and learning abilities, creative thinking, artistic abilities, ability to leadership and psychomotor capabilities [3].

Genius means a system quality of psyche, developing during all the life, and defining possibility of achievement by a person higher and more extraordinary results in different sorts of activity in comparison with other people.

Thereby genius is considered to be a dynamic characteristic (Y.D. Babaeva, F. Monks, A.I.Savenkov, A. Tannenbaum and others).

According to one of the suppositions, a small country, reached a high level of development and realization of 10% of its potential geniuses and gifted persons, will leave behind any other country during half a century, even if it's more populous, but maintaining the existing barriers country, which obstruct full growth and realization of potentially eminent persons.

However, of 1000 people 999 potential geniuses are suppressed at the stage of realization [4].

Gifted children meet their first problems at school. Such persons as G. Byron, O.de Balzac, V.G.Belinsky, R.Berns, G.Helmholtz, A.Herzen, P.Corneille, P.Curie, S.Morse, I.Newton, E.Poe, L.Paster, W.Scott, T.Edison were among slow learners [1]. Researchers note: 20-25% of students do not demonstrate their talents at school.

Methodological approaches, concerning prevention and correction of adaptational problems of children (including gifted children) in Russian pedagogical study, are defined and worked up by the scientific school under the direction of professor G.F.Kumarina. Representatives of this school suppose, that adaptational problems of gifted children provoke the risk situations, which take place in educational space.

These situations appear as a result of insufficient competence of pedagogues and parents on the question of well-timed signification of genius and conceptualization of educational process, choice of technologies in education and strategy of their personal enhancement.

States of development of risks situations are variety. Depending on which level of individual organization these situations are more expressed, we can divide them into four main groups for convenience: 1) risk states of academical underachievement; 2) states of social risk; 3) risk states for health reasons; 4) states of complex risk.

Risk states of academical underachievement can appear as a result of a conflict between didactic requirements, which teachers demand to children, to the level of maturity of their psychophysical, general activity and intellectual perceptive functions, which provide learning process.

States of social risk appear when a child is disaffected with his status in educational environment. Firstly, the forms of reaction to such kinds of situations have a character of defence (loss of academic motivation, search and self-affirmation in another activity, which replaces learning), then all that causes a protest (active or passive).

Risk states for health reasons arise as a result of physiological response of organism to the negative emotions, which prevail in school life of a child. Sometimes children can't protect themselves from the overload on the behavioral level. They work in a way of "high-density traffic". All these reasons provoke a kind of abnormality in one or several weak body systems.

States of complex risk are characterized by the risk of adaptational problems in two or three the above listed directions.

Substantiation of pedagogical criterions, which aid development of personal and educational potential of a child, is one of the best spots in methodology of this school [2].

In conclusion we note: the problem solution of genius has a political, culturological and socioeconomic features, which determine the aspects of a state and society development in a lot of ways.

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I. Taran

**USE OF ELECTRONIC TEACHING MATERIALS WHEN TRAINING
FUTURE SPECIALISTS IN THE SPHERE OF PRESCHOOL EDUCATION**

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The author has considered functions and types of electronic teaching materials which can be used in training future specialists in preschool education. The conclusion about the necessity of electronic teaching materials usage is made.

Key words: students' training, electronic teaching materials, information technologies.

According to the Law of Ukraine “About the main principles of development of information society in Ukraine for 2007-2015”, one of the priority areas of the state policy is development of information society in Ukraine, and also use of the latest information and communication technologies in all spheres of social life [1].

In scientific and scientific –methodological literature on the problems of informatization of higher professional education works by the following scientists are widely known: B Gershunskyi, S.Domanova, I.Robert, Y.Tsevenkova

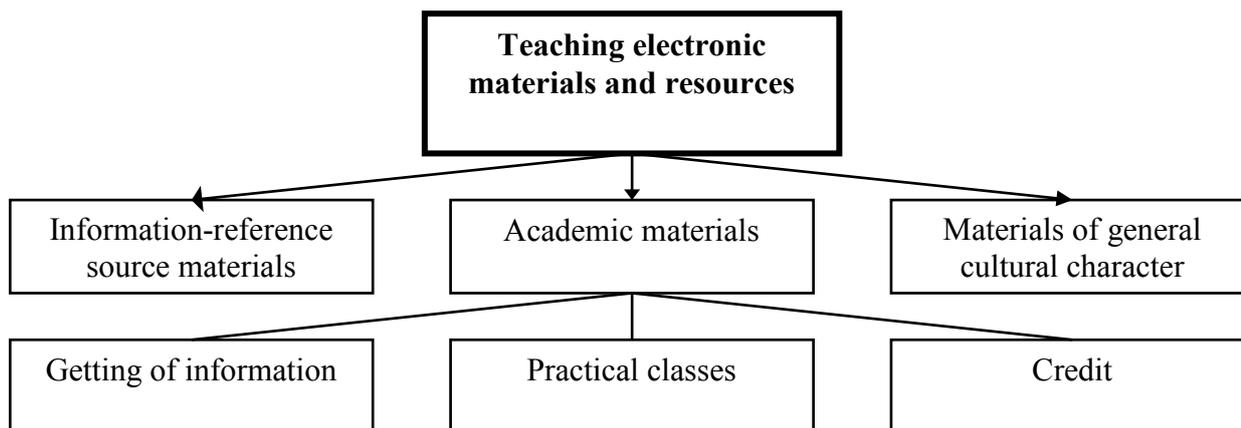
The aim of the report is to consider the main types of the electronic teaching materials and requirements set out to them on the basis of the electronic course book “Materials for the course: “Information technologies in education and science” when learning the course of mathematical subjects.

It is impossible to imagine present day teaching in modern society without using electronic teaching materials and ways of their delivery. Present level of information technologies development gives more opportunities for teachers and students to access to electronic teaching materials, increases efficiency of educational institution management, simplifies integration of regional educational system into the national-level one [2].

Teaching through the Internet with the help of electronic resources – it is, in essence , studying by correspondence, when students study the subject by themselves and then they have credits. Studying this way, students get an access to electronic teaching materials.

Nowadays three main types of electronic teaching materials- Text Graphics, elementary audiovisual and multimedia are used. Text Graphics teaching materials are effective when there is a need to get data from different sources. The main form here is electronic library. An elementary audiovisual textbook is a simple computer file which contains a video record, a musical fragment, etc. When applied to traditional educational technologies, these types of electronic teaching materials can only be additional ones and can facilitate teacher’s work. Computers perform a role of an additional aid. Multimedia electronic textbook is the most powerful one to be used in the process of teaching. This type gives an opportunity to use various text elements and audiovisual elements on the screen simultaneously. Its main feature is interactivity [3].

The main types of electronic teaching issues are presented in the scheme below (picture 1):



Picture 1. Types of electronic teaching materials

Electronic materials necessarily include reference tools. Besides this, electronic teaching materials are made in accordance with the adopted study programme. This programme gives the student an opportunity to acquire the material consistently, at a definite pace, to manage to finish learning of the subject in time and to get the knowledge required.

When studying students can use tests and control questions for self-test. The teacher can check students' answers through e-mail. Also, e-mail can be used for carrying out consultations with students.

The main methodical functions of electronic teaching materials are the following: information-reference, controlling, trainers, imitating, modeling, demonstrating.

Electronic teaching materials mainly consist of texts, illustrations, films and sound tracking.

Such materials differ from printed ones on their content and form as well. The text of the teaching materials will be kept in the computer memory. If, in addition to this, **sound, video, animation and hyperlinks** are used, it will be a structurally different issue. The objects and processes in electronic teaching materials can be demonstrated in a realistic way, using multimedia i.e. possible ways of representing graphics, illustrations, photo, video and animation.

Thus, the difference between electronic materials and printed ones lies in the following: the former are able to create and reproduce information in various kinds and forms that cannot be used in printed issues. Undoubtedly this is the most important feature of electronic teaching materials that give an opportunity to apply the most effective, active-learning activities forms of education.

Electronic materials are delivered on CDs or through the Internet. Nowadays there are a lot of Web-sites with electronic materials. These are catalogues, reference books and training literature, texts from fiction books and information of various kinds. Also, study programmes for students' self-study on some subjects are delivered through the Internet. Electronic teaching materials must necessarily meet the requirements imposed to them by the Ministry of Education, Youth and Sports of Ukraine.

In Mariupol State University electronic teaching materials on the following subjects are used for training specialists in preschool education: "New information technologies" and "Information technologies in education and science". These electronic teaching materials are available in the university computer labs. Also they will be presented on the site of Mathematical Methods sub department of Mariupol State university <http://www.kaf-mm.ua>.

As the electronic materials are perceived from the screen, they have some peculiarities.

1. The text is placed on the screen in frames, where there are pictures, lists of definitions, indexes, comments.

2. For better comprehension, acquisition and memorizing of the materials such available technologies as navigation keys, hyperlinks, animation, colour and illustration are used.

3. Chapters with lecture materials are shorter in comparison with the ones in books. Lectures are divided into fragments that highlight one theoretical question. Such a fragment mainly consists of several paragraphs.

4. For convenient usage, the contents of the teaching material are constantly seen in one of the frames. This enables a quick access to the necessary chapter or fragment and quick return, without turning pages.

5. The key words and terms are highlighted. When they are clicked on, hyperlinks with the definitions of the words or comments appear on the screen of the computer.

6. Also, headings are used on each electronic page for students not to lose orientation in the textbook.

In the process of creation of electronic materials different means of reproducing graphic and audiovisual information were taken into account, considering usage of electronic issues from the local net. The new sticker warns students that the textbook can be loaded only with the Internet Explorer, as the electronic teaching issue is worked out in the programme Microsoft FrontPage.

The developed electronic materials:

- are oriented towards modern forms of education, providing compatibility with traditional educational materials, in full accordance with the documents regulating content of education;

- take into account age psycho educational characteristics of students;

- at most use advantages of audiovisual presentation of the teaching material: making tests, fragments of lessons with children of pre-school age etc.

On the whole, use of the newest electronic teaching materials stimulates development of the creative component of pedagogical activities, reconsidering teacher's role in students' self-study. New pedagogical tools give an opportunity of cooperative educational activities of future specialists in the sphere of preschool education and the teacher.

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Nikolaeva A

**HISTORICAL AND CULTURAL ANALYSIS AS A BASIS FOR THE
PROGNOSIS AND PROJECTING OF EDUCATION DEVELOPMENT**

North-Eastern Federal University after the name of M.K. Ammosov

The article proposes a model of historical and cultural analysis of the management education evolution in the national area. Cultural and historical characteristics of the organization of a national school is presented as a possible instrument of conceptual search, comprehensive analysis and deep understanding of historical and contemporary socio-cultural conditions of the education system development management.

Keywords: socio-cultural context, macro-situation, social and cultural dominant, the paradigm of education management.

Today, one of the most pressing problems is the prognosis and projecting of the education system. To understand the essence of the mechanism and logic of development is necessary to examine the evolution of regional management of the national education system in its specific historical manifestations.

Of course, the regional system of education management is part of the nationwide, but, first, that does not mean that the model and reality are identical, and, secondly, the process of formation of the school, which takes place in other than in

Central Russia geography, natural, and socio-cultural conditions in different historical and cultural context of values is expressed in the specifics of management education.

However, the selection and ground of the general characteristics of the regional reality, their connection with specific regional settings and unique socio-cultural phenomena is required along with the general cultural and historical characteristics of the organization of education in Russia

Therefore, a special project of the historical and cultural analysis model at the base of which (Fig. 1) is an idea of the school and wider - a regional education as a multicultural and poli –subjectivity phenomenon is needed with the activities of various individual and collective, public and social forces take place.

Government sees education as a means of socialization and adaptation of a new generation to the realities of life, and society is concerned with the reproduction of the ethnic group in the native language, saving the main elements of spiritual culture, economic and cultural style of life

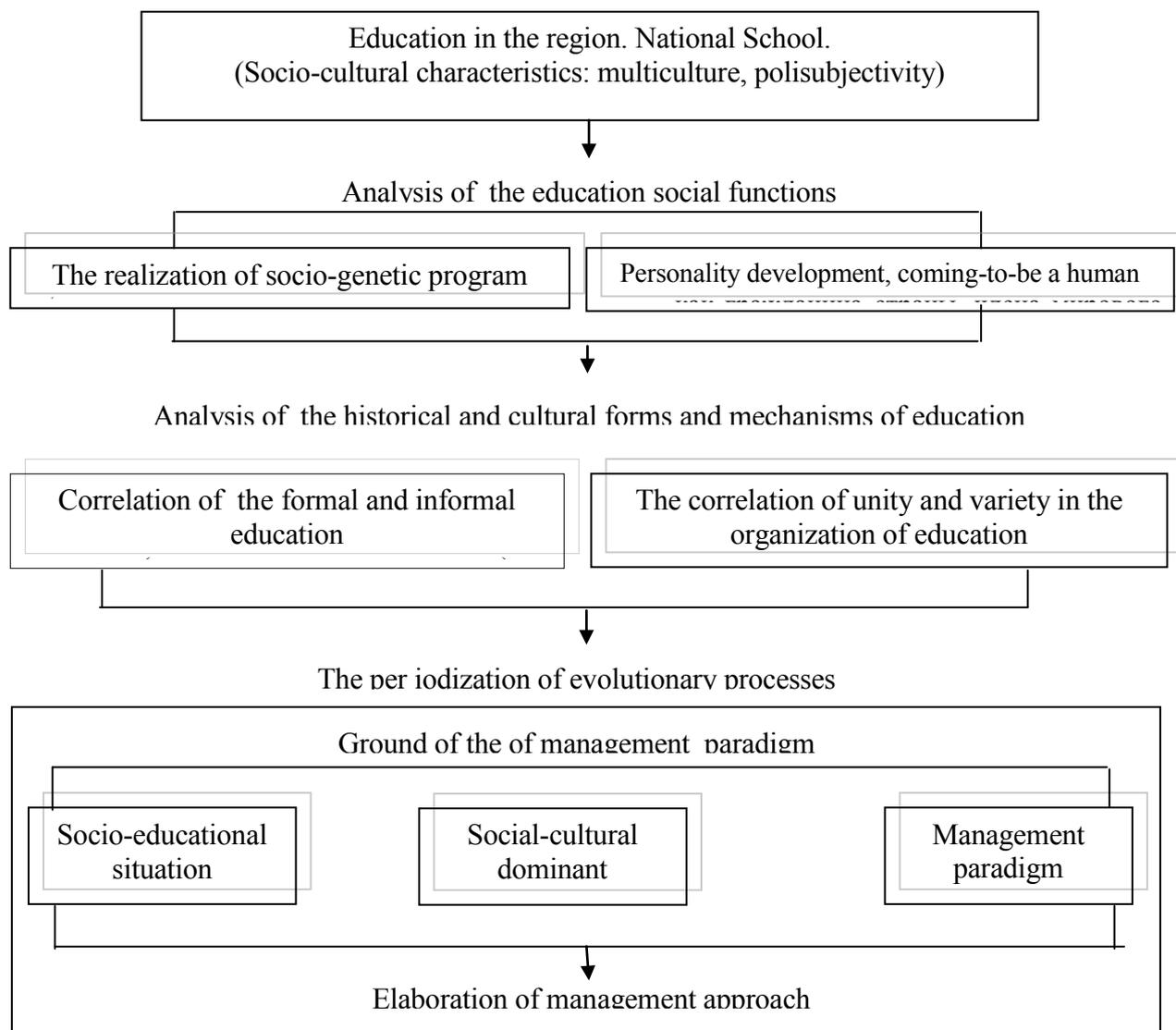


Fig. 1. The model of historical and cultural analysis of national and regional management education

The second aspect of the analysis - a selection of basic social functions of education, identification and description of cultural-historical forms and mechanisms to ensure implementation of the school and the community for these functions.

There are two mechanisms: one related to the ratio of "formal" and "informal" education, the other - with a ratio of unity and diversity in the organization of education.

Such an analysis, carried out at a particular historical and pedagogical material, allows us to "keep the socio-cultural context" and to determine which of the doctrines

("single and uniform school , " not single, but uniform school " "diverse school, but not single") took place in different historical periods.

The third area of analysis - is to identify some coherent pattern or education management paradigm. This general picture cannot be expressed verbally, be realized to a greater or lesser by management organs, but in any case management paradigm defines the style of education management, which is manifested in the nature of managerial decisions. The analysis of different management paradigms that have occurred in the same and different periods of evolution and led to their socio-cultural dominant is regarded as independent aims of historical and pedagogical analysis.

The fourth aspect of the analysis adequately captures a particular paradigm of management approach. Thus, the overall conceptual model of a retrospective analysis of the historical evolution of educational administration in the national region can be represented by the line: "makrosituation" - "socio-cultural dominant" -"management paradigm" - "management approach".

This model has a flexible, heuristic in nature, is one of the possible instruments of conceptual search, comprehensive analysis, and focuses on the deeper understanding of historical and contemporary social and cultural conditions. Ultimately, this very analysis will allow more effective prognosis and projecting of the education system.

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ETNOPEDAGOGIZATION OF SELF-ORGANIZING OF THE FAMILY OF THE NORTHERN PEOPLE AS SOCIOCULTURAL PHENOMENON

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In this article spiritual and moral bases of family ethnopedagogics of the people of the North of the Republic of Sakha (Yakutia), influence of level of self-organizing of a family on preservation of an ethnic originality of these people are considered. The article is intended for researchers of traditional culture, and also for teachers of the educational institutions which are interested in problems of ethnopedagogics and family pedagogics.

Keywords: ethnopedagogics, family pedagogics, family self-organizing, spiritual and moral values.

Self-organizing of a family of each people bears on itself the press of the national originality which account is a necessary condition of pedagogical process. Studying of historical and ethnographic sources of life and way of family life of the northern people confirms that fact that the survival, wellbeing or trouble of certain people depended on family self-organizing, spiritual and moral values in extreme climatic conditions sometimes. As an activity principle in northern society, self-organizing represented a combination of organizing, labor, universal and moral qualities of the person. At northern nationalities the optimistic spirit, respect, care

about near, manifestation of nobility, kindness, goodwill and keenness were always appreciated [1].

The history of development and transformation by the person of the North, is transformation into the center of the civilization, the development which was characterized by regional and traditional features of society, in the methodological plan is comprehended proceeding from a principle of unity of world-wide and historical process. Research of the problem of historical experience on development of Yakutia and, mainly, historical activity of the person in these conditions from the date of its development is connected with the results of welfare activity correlated with world universal values.

The people of the North of Yakutia, representing a peculiar sociocultural reality, still keep the original way of life, traditional moving and an economy based on reindeer breeding, hunting, fur farming, fishery. The geographical environment plays an essential role in formation of national character of people. This role is especially visually shown at the people of the North still being in rather bigger dependence by nature, in comparison with other ethnoses.

Self-organizing connects people together, this unique condition of mutual coexistence of people, space within which human life is developed as human. In this process the role of national, ethnic ideas of what should be the person as process of education and preparation of the personality for future life should be organized is valuable, what moral, humanistic representations should be opened, proceeding from it in traditional culture of education of any people, the special place occupies an image of the perfect person. The national ideal of the person is total, synthetic idea of the purposes of education [2]. Transformation of an ideal into reality - process difficult and inconsistent, not smooth and rectilinear, fraught with difficulties. Paying attention to historically created moral ideals of the people of the North, it would be desirable to note that all components of humanistic outlook listed above were peculiar to them. So, at the Yakut people the ideal of the perfect person is connected by deities – ayii, it is called «The person of the solar ulus ayii».

The moral choice of the person directly depends on his natural reality and personal parameters. Freedom of human will and a moral choice allow to transform morally the general, universal in personally given, to area of concrete affairs and acts, in the practical plane of life. The love, justice, compassion and other moral virtues define behavior of the person, connect it to other people, are the final reasons of integrity and continuity of historical process. In it the highest sense of practical value of morals and the intrinsic beginnings of ethical doctrines expressing it is latent.

Self-organizing exists not in itself, but only in connection with the person, his consciousness and activity. It allocates the person with the status of the creator and the moral carrier, defines it as primary value and an ultimate goal of educational system. Self-organizing serves in the universal way and means of self-knowledge and personality self-improvement. It provides the highest public and personal expediency, maintenance of harmony of the person and society, stability of all links of social being» [1].

In structure of ethical knowledge the greatest value is represented by components into which it is integrated appreciably significant, enduring, universal. In them freedom and generality are presented in unity of ideal and activity, personal and public.

Each people had and have an own idealistic, mythologized view of the Universe origin with a sample of the Creator inherent only in it (or initially married couple) zoomorphous, anthropomorphous or abstract shape. On the basis of this mythologized view of the beginning of the world all sacral, ceremonial, ideological life of the people is under construction. Evens, Evenks, Yukagirs were pagans before arrival of Yakuts. Their beliefs were not systematically studied, but only sketchy data. Ancient historical documents informed up to now data that ancestors of Evens and Evenks are represented very powerful and civilized people and were known in the I century. Evenks share on 18 groups on language features and are settled from Sakhalin to the Tomsk region. Undoubtedly, the people with such ancient culture developed the whole arch of etiquette which says to us that at Evens, as well as at other people of Far North, ceremony of worship ancestors and spirits to patrons as

whom they considered in the ancient time the Sky, the Sun, the Moon, Earth, Water, sacred animals and birds was extremely developed. The first data on world around people learned from fairy tales in the childhood. They usually began with a question of informative character the answer on which was given in an art poetic form. Most likely, ancient beliefs of these people were rather developed, systematized. It is proved by an abundance of a taboo, ceremonies, signs in hunting and fishery. One of the main components of this standard system was spiritual and moral regulator.

The majority of works for children and youth is reflected by values of ethnic consciousness of the people: thoughts about meaning of the life, about high appointment of the person, about traditions of the people, about a moral ban of ancestors: it was impossible to kill more than it is necessary for life extension; it is impossible to be greedy; it is impossible to offend Mother Nature; it is impossible to leave the companion in trouble on hunting. All these rules of a hostel are anyway connected with presence of humanistic ideas at representations of the northern people. These ideas are conformable to moral laws of life of all northern people.

As shows the analysis, above all yukagirs read the sun - heat and life source on the earth. They addressed to it with words: «Sun mother!». To number of the major forces of nature yukagirs, as well as Tungus, carried fire: «Fire gives life...». Verkhnekolymsky yukagirs imagined fire in an image of "grandmother", and tundra yukagirs - in an image of "grandfather". It is not less, than from fire, yukagirs depended on water. For yukagirs it is some kind of oracle at a decision choice in an inconvenient situation. Traditionally the earth was perceived by yukagirs as a certain Divine.

The analysis shows that yukagirs neither during imperial time, nor in the Soviet power had no neither a form of the state self-government, nor the general form of internal self-government. They had two enough prospering collective farm «Light life» (at oduls) and "Reindeer breeder" (at uaduls), after their elimination "Chayla" tribal communities (at uaduls) and "Teki Odulok" (at oduls) are created. On March 18, 1998 the Law "About Suktul of the yukagirs" is passed, it is the law on local government which defines legal, economic and financial bases of local government

and self-organizing of life and gives the state guarantees of its existence. For yukagirs it is fatal. From as far as it will begin to work effectively as far as the people will receive real implementation of the expectations, the solution of a question depends in many respects: to be or not to be yukagirs in 21 centuries.

In this humane principle of interaction of the person and the nature it is possible to hear conformable bible (and still earlier - Buddhist) ideas, lives with all in the world: «Treat another how you want, that treated you. Don't do another what you didn't want that did to you».

Relationship of the Person and the Nature, the Person and his history are got by lyricism, feeling of awe of the past of its people. The special feeling of life, dramatic nature of modern attitude of the poet appeal to revival of their humane ideas of peaceful co-existence, to preservation of their moral principles and values, only it will rescue mankind from universal accident.

Spiritually developed person appreciating and respecting the tribespeople, will be happy, as it is virtuous and lives under society laws.

In memory of the people Sakha the mythological legends accumulating in ideas of the general regularities of natural and human life remained. The huge work done by the Yakut scientists G.V.Ksenofontov, N.V.Emelyanov, A.G.Novikov and others according to the description, establishment of genesis, ordering of myths allows to speak about existence of ancient philosophical knowledge at Yakuts (to the etnonym – Sakha), about his original religious and philosophical picture of the world. As shows the analysis, the national storyteller thinks universal categories.

So, one of the most widespread images is the sacred tree Aal Kuduk Mas – the world Tree which image existed in all ancient cultures, connecting all three worlds (Top, Middle and Underground) from which, according to the Yakut mythology the Universe consists, and personifying a world axis - an unshakable core of a universe. This representation is no other than Universe model. It is significant that in the Yakut myths this cosmogonic, divine image reincarnates over time at image extremely real and concrete, well familiar to each Yakut – a wooden or iron hitching post. In cases when it is used as a symbol of a world axis, that is, Aal Kuduk Mas is identical to a

tree. As a rule, action occurs in Middle (The average world) (occupied by people), but during a narration surely occurs an appeal to the Top world or to the Underground world.

Yakuts attached to category of "spirit", "soul" huge significance. Having soul were considered not only people, but also animals and all surrounding nature. Today this phenomenon was widely adopted in ecological education of children and in the Technology called "hominifying". Moreover, the word (Ar-homusun) has soul also. Thereof the word at Yakuts was allocated with all functions, properties, the qualities inherent in material subjects, the person, including (that is especially important!) – properties mental. Word investment with soul is one of the reasons of an amazing susceptibility developing by eyelids to people word Sakha, beliefs in magic force of a word. Possibly, here it is necessary to look for and the reasons of so wide circulation of a phenomenon of a shamanism at Yakuts and other northern people.

Special abilities of the person, manifestation of its uncommon qualities were known to far ancestors of Yakuts from time immemorial. The Yakut religion in its traditional basis as A.G.Novikov considers, makes a uniform conglomerate of pantheism, polytheism and animism» [3]. They are connected first of all with a cult of a heavenly deity and spirits of the nature, magic powers the Supreme deities, spirits and demons of all three worlds possessed.

Yakut ar-homusun in the Yakut outlook is perceived as unique property of especially gifted people, as a universal remedy of effective impact on reason and feeling of things, subjects and the natural phenomena, the being considered secret art available only to the elite. Ar-homusun – the phenomenon especially individual, here is the moment of consciousness of the power. The spiritual beginning acts as the force which is above the natural phenomena and was considered as a prerogative of the secret doctrines, the chosen elite of shaman's hierarchy, especially gifted exorcists and prophets, skillful masters of oral and poetic legends and improvisations.

As the backbone beginning of formation of ethical knowledge and moral concepts expressing it the category "kindly" served. Influence of traditions, folklore, ethnoculture on formation of the personality was expressed in development of

motivation and moral action when the person carried out a choice between the good and evil not owing to imperative need, and by own recognition and understanding of this requirement. The developed humane personality «Kihilii kihi» assumes aspiration to the highest ideals of truthfulness, sincere harmony, happiness and love. The person considers itself by a part of the nature.

Only the personality which has acquired the doctrine Ayii, admitted high-grade. The person who has reached high-grade life is allocated with the high moral, intellectual and physical development. The doctrine Ayii includes data on language, the material and spiritual culture, created by the people. The philosophical judgment of this doctrine leads to thought that the material and spiritual culture always kept a national originality. The doctrine Ayii — inherited from ancestors of the people Sakha spiritual essence, perception of the world. Thus, the physiophilosophy of Sakha according to which the doctrine Ayii represents outlook of the whole people about the Universe becomes its methodological basis. The doctrine Ayii is all-embracing and regulates not only the relations with the nature, but also defines moral foundations of society.

Fundamental concepts of the doctrine Ayii are «kut» (a vital essence) and "sur" (soul - an embodiment of the live beginning). The phrase "kut-sur" designates the spiritual maintenance of the person. Kut - the force giving life; Sur - the force directing life. Therefore, these forces provide integrity of the person and form a moral and spiritual basis of his behavior.

Thus, the North as cultural and historical type during early eras of the existence could survive and create a civilization thanks to the statement of spiritual and moral standards which represented the independent sociocultural phenomenon which has defined transition from an instinct to reason. Thus spiritual and moral bases are formed in a family in process of understanding by the person of as persons when it starts to separate itself from other members of a sort and the “person – collective – society” regulates the relations.

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**FORMATION OF ECOLOGICAL CONSCIOUSNESS OF CHILDREN OF
PRESCHOOL AGE ON THE BASIS OF ETHNOETIQUETTE**

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Summary: in article philosophical and pedagogical aspects of ethnoetiquette – a factor of national education are opened, effective ways and pedagogical conditions of formation of ecological consciousness at children on its basis are shown. Work is intended for teachers of higher education institutions, employees of preschool educational institutions.

Keywords: ethnos, ethnoetiquette, ecological consciousness.

The national etiquette is an integral part of national culture of education.

Revealing ethnically peculiar lines of etiquette of the various people, B.Kh.Bgazhnokov entered the term "ethnoetiquette" which designates «system characteristic for this ethnos of moral instructions of ritual communication in typical, day by day repeating situations of interaction» [1, Page 10] into a scientific turn. In it reflection of knowledge of the people about world around, his thinking, outlook and attitude is found.

The national etiquette of Yakuts (to the etnoy – Sakha) is organically connected with their religious belief. In N.N.Rakhleeva's research the etiquette behavior is filled with the moral contents and identically sacral behavior [2]. According to her version Ayii kihite («the God's person or the person created by Ayii») is norm, and «abahy» ("evil ghost") is anti-norm, i.e. Yakuts referred set of certain human qualities and advantages to the standards of behavior.

In definition of ethnoetiquette of Yakuts we hold the opinion of E.N.Romanova, designated her word "sier" («custom, a behavior rule, etiquette») [3, Page 68]. For example, «sierdeh byhyy» (the correct behavior), «киһи sierin tahynan» (the behavior which is not entering into a framework of decency). At its use with a word "tuy" (sier-tuy) it means a ceremony, custom. With the word "maygy" (sier-maygy) gains value moral. And in our opinion, it fully corresponds to ethnoetiquette definition: on the one hand it is connected with an external form of behavior, and with another – with moral values of the people [4, Page 35].

At commission Aniy (sin) on beliefs of Yakuts surely followed “set”. “Set” is a punishment, a penalty. For traditional Yakut culture payment approach in this life is usually, and can be punished not only the person who has sinned, but also his descendants. The concept “set” starts with feeling of time in attitude of Yakuts as sequence of the phenomena and as feeling of causal sequence of the phenomena. Therefore, “set” is translated and as the reason, and as a result. “Set” is typically Yakut ethnoethical phenomenon which, naturally, mentions also the sphere of etiquette behavior. The concept "byha eteehin" (to cut off a word, on value similar to Russian malefice), is closely connected with the concept "set" starting with belief in force of a word («tyl ichite»). Yakuts considered that each word, without having managed to take off from lips of the person, gets own "life" which can bring good and evil.

“Set” on the Yakut beliefs extends and in relation to the nature. It is connected with that in traditional outlook of Yakuts the nature was considered animated, her esteemed, idolized and made various ceremonies of sacrifice. Each elements, the phenomenon, the district, a natural rarity were allocated with the spirit owner – the

ecological defender. From this belief in spirits – deities there was a moral code of behavior of the person outdoors, ecological and ethical rules. The basic principle of relationship between the person and the nature was the moderation in everything. And it was reflected in the regulated behavior: there was a strict system of a daily ban in relation to the nature.

On the basis of acquaintance with traditions of national etiquette of Yakuts children learn to realize themselves as a part of the nature surrounding them, i.e. process of ecological education is carried out. Ecological education is understood as “unity of ecological consciousness and behavior, harmonious with the nature. Formation of ecological consciousness is influenced by ecological knowledge and belief. In effect, ecological education has two parties: the first - the ecological consciousness, the second - ecological behavior” [5].

In the course of ethnoecological education children start to understand that nature of relationship Yakut people with the nature had, on the one hand, the general signs, on the other hand, in each separate case the specific set of concrete norms, ideals and stereotypes of ecological thinking and behavior functioned.

Methods and receptions of ecological education on the basis of traditions of national etiquette are based on:

- updatings of new knowledge of the nature, its phenomena, an animal and flora that enriches consciousness of the growing person with new data and the facts on surrounding reality;

- formation of ecological behavior of the child stimulating careful attitude to the nature;

- involvement of children in work on protection of plants, animals, reservoirs, the woods, fields from destruction and death according to traditions of national etiquette.

Influence of the nature on development of the identity of the child is connected with formation at it a certain knowledge of its objects and the phenomena. Knowledge of the nature helped the child to be guided with qualities, signs and

properties of various subjects. Therefore before teachers the following tasks of ecological education of children of preschool age can be put:

- first, formation at children of elementary system of knowledge. The system of knowledge of the nature included knowledge of its objects and the phenomena, their signs and properties, and also of communications and the relations between them. Knowledge of the nature at children of preschool age can be formed at level of representations in which are reflected essential, but outwardly expressed signs, communications and the relations;

- secondly, formation at children of labor skills and abilities. The understanding by children of need of creation of these or those favorable conditions, based on knowledge and supported with strong labor skills and abilities, created a basis for original love to the nature. Work of children outdoors yielded real results. It also involves children, causes pleasure and desire to look after for plants and animals;

- thirdly, formation at love children to the nature. This task follows from a humanistic orientation of education, need of conservation. Careful attitude to the nature assumed manifestation of good deeds and acts when it is necessary, and for this purpose children should know how to look after plants and animals, how to create conditions for their favorable growth and development. Special value for formation of careful attitude to the nature knowledge of a live organism had, ability to distinguish it from objects of the lifeless nature.

Thus, the ethnoetiquette in the course of acquaintance with the nature of the native land is a basis of formation of ecological consciousness at children. Getting acquainted with traditional culture of behavior outdoors, they learn to realize that nature of relationship of the Yakut people with the nature had, on the one hand, the general signs with etiquette of other people, on the other hand, in each separate case a peculiar set of concrete norms, ideals and stereotypes of ecological thinking and behavior functioned.

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THE DEVELOPMENT OF THE CHILDREN'S CREATIVE ACTIVITY IN THE COUNTRY NURSERY SCHOOLS ON THE BASIS OF TRADITION OF SAKHA PEOPLE.

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The children's creative activity considered as the process which divided in two ways: child's perception of environment;- the way of the child's "appropriation" of human experience which showed in the independence of the children's development of the creative activity made conditional on creation of development of the country nursery school area, model which based on the ethnic pedagogical approach of Sakha people.

For explain the essence of children's creative activity development we should

view principles and content of activities nursery school where amount immonents method of active assimilation the world by child.

Key- words: creation, creative activity, children of nursery age, traditions, Sakha people, children's and adult communications.

Reform, which going on the modern stage in Russia supplied new missions compared to nursery school's education. In the character of basic priorities, today appear: formation of basis socio-personal development preschoolers, acceptance and support of child's individuality, development of creative activities, concern above psychical health and emotional well-being, to bring up civil quality and attach to national culture.

In traditions home pedagogical psychology and first o all in cultural and historic method the source of development wasn't considered in self-person, but it was unable to bear out side- in cultural-historic experience. This experience was fixed with different methods, including the phenomenon of social minds, art production, mythology, moral norms etc.

In the course of interaction with them the child seizes own mental processes and develops. Such conditionality of human development by objects of culture allows to consider them as psychological bodies or development tools.

They not simply give to the person some ideas of the world, but also generate new personal and significant experience, certain qualities and conditions. As amplifikator ("birth cars") for the child game, mass media, the fairy tale and graphic activity acts.

N.A.Berdyayev considered that " the culture is connected with a cult of ancestors, with the legend and tradition. She is full of sacred symbolic, in it signs and similarity of other spiritual activity are given. Any culture, even material, is culture of spirit; any culture has a spiritual basis — it is a product of creative work of spirit over the elements" [2, page 166]. According to V. S. Bibler, the school should pass from idea "the educated person" to idea "the person of culture" and for this purpose it is necessary to understand that "transfer of modern knowledge and cultural development of thinking, moral culture — it absolutely other tasks. Not ready

knowledge, abilities, skills, but culture of their formation and change, a transformation, transformation — here than the graduate of our school should possess”. [3, page 21]

The creativity concept, one of central and through, according to M. M. Bakhtin, is “... concept of the person as subject of culture: category of creativity... the way of representation of the person in culture, or, more precisely, a way of human life in culture” [3 is designated. Page 111]. The creativity arising in socio-cultural communication, in a context of life and historical movement of cultures, it is possible to present as consciousness (production) of texts which bear in itself senses, are a product of activity of the person, his spiritual activity.

N.I.Bugayev emphasizes that “the culture is not only something that the person should master, that by means of it to join in structure and dynamics of a civilization forming his own vital environment. Culture not only requirement, but at the same time and form of certain adaptable qualities. In the most deep essence the culture is an external potentiality of the person. It represents human possibilities (abilities, abilities, aspirations, etc.), expressed in the form of in detail fixed material, social and organizational and spiritual objects)”.

So, culture not only the requirement of certain adaptable qualities, but at the same time and a form being an external potentiality of the person. Functions of culture is and aspects of realization of potentialities of the person, development of its personality» [4,18].

K.D.Utkin in the work “Religious and philosophical views of indigenous people of Yakutia notes that the Yakut religion as special manifestation of spirituality more opened self-essence of the person. Understanding the of issue by it from the highest forces of a heavenly origin, from the live and feeling nature not only generated complete construction rationally – a logic world view, but also the whole system of world outlook views. The popular wisdom which has been saved up by thousand-year background of addition of own culture gradually developed system of world outlook installations, thereby causing uniform shape and spirit of national philosophy of the people Sakha”. [5,117]

The Yakut philosophy all the being and all essence glorifies the person, helping it to find the spiritual niche in the changing world, providing with a moral ethical reference point. Not only empirical experience of the people, but, first of all, the imperishable spiritual heritage inherited from our ancestors help us to find itself, it is correct to estimate the possibilities and to make the defining self-choice. Set of knowledge, rules, customs and traditions of the people Sakha on education and training of the youth, saved up and checked by centuries-old everyday practice, makes the main maintenance of ethnopedagogic. The most progressive ideas, the best methods and the receptions allocated in ethno-pedagogic, it is expedient to use in practice of teaching and educational work modern educational institutions. The creative collective “Suluschaan's” kindergarten of page Sytan of Churapcha region takes up the issue of creation of model of the developing circle of preschool children, on the basis of ethno-pedagogical approaches. We developed nursery school model «Open educational space of; “Ayii ogotun eygete”. “Ayii (Айыы)” is a person brought up in the spirit of the people, “Ayii” is, the person creative, spontaneous.

In the organization of pedagogical process we defined the main methods and receptions from an ethno-pedagogical approach:

- “Kuolaan of an iitiii” (collective education) or universal participation of inhabitants of society in education of children which is reflected in the following principles:

- openness of educational space;

- joint activity of children and adults in the communities which participants are children of preschool age, pupils of initial classes, tutors, teachers, parents and inhabitants of village. All segments of the population that provides communication senior and younger, transfer of a cultural heritage of the people take part in education of children of preschool age.

- use of culture of the people as development tool of children, as mechanism of self-determination of the personality, perceptions of the world and formation of a subjective image of the world. In the content of education in child adult communities acquaintance with the Yakut national fairy tales, fables, proverbs, riddles, record

listening Olonkho, acquaintance to traditions and customs of the people, use of national outdoor games, folk applied art, ability to play in Khomus (vargan, iron instrument) etc. are included. All system of ethno-pedagogic is reflected for a long time as in a mirror, in rich, various oral national creativity – folklore, in the heroic epos – Olonkho, fairy tales and stories, legends and legends, songs and games, riddles, proverbs and sayings, sayings and tongue twisters to which customs and traditions, stereotypes of behavior of ethnos are figuratively described. In epic legends, fairy tales, historical legends the ethical concept is independently allocated: “kihiyekhe kihilii sihien”, besides at level of world outlook installations. In all scale of relationship of people an initial position of a regulation of the relations the humanistic formula of social philosophy “utue kihi ahinygas, kun kihite kemuskes” acts. (initially kind, from within obligatory) As an eternal precept of ancestors their ethical reference point forever remained and serves today in memory of the people as a moral paradigm of human behavior. Kindness and keenness of the person is perceived by society criterion of moral, the reasonable relations: “Utuo kihi utuetun us uyege umnubattar”. (the reputation of the person isn't forgotten throughout life of three generations.)

Popular wisdom figuratively and capaciously expresses a moral position through subject creation of epic legends, mythological legends, historical stories. - education in the spirit of labor activity – one of the main progressive traditions in family culture of Yakuts. Education in work was narrowly connected with education of a sense of responsibility. It was reached by several ways, such, as: - an assignment to children to carry out such affairs which not only are important for satisfaction of their personal desires and requirements, but also matter for relatives to them people. Here are inseparably linked a personal need of the child to work and the requirement it to be good to another; - instilling at children of the positive relation to work, desire and psychological readiness to work. For this purpose learned children to select and prepare independently the necessary material for work, to know sequence of actions and it is correct to estimate result of work; - discussion with children possible and necessary for surrounding affairs (“What should we do?”). Councils were given in the

course of work; - granting to children of independence in performance of the charged business. Yakut people well knew that independence – quality of the personality which is necessary for the child not only for successful development of labor operations, but also for life in general.

Leading means and education form in our model is any kind of activity which the child can execute relatively irrespective of the adult, independently is thus paid attention to the following structure of activity:

- itself defines a plan (the purpose, motive) activity;
- itself chooses a subject that needs transformation, change (material);
- according to features of a material selects means (tools, tools) activity;
- itself makes system of actions, reaching result;
- itself estimates result (and states an assessment to itself as to the subject of activity);

- defines on the basis of consciousness (self-knowledge and the self-relation; problems of self-education and self-education) i.e. formation by the child as subject of activity. As the main way of attitude of the child we consider entry into culture. Now in studying of culture three directions, considering it were defined:

1. as set of material and cultural wealth;
2. as human activity specific way;
3. as process of creative self-realization of intrinsic forces of the personality.

Development of creative potential, emotions and feelings, and also abilities of children, creation of the maximum comfortable conditions for communication with each other and with the teacher the most actual problems of modern pedagogic. It is known that the preschool age is the most sensitive for mastering by different types of activity, including creative. It domestic and foreign psychologists and teachers (L.A.Venger, N.A.Vetlugina repeatedly noted, H.p. Vygotsky, A.V.Zaporozhets, T.S.Komarova, Must be Elkonin, etc.). Cultural samples which are acquired by the child, according to the Zaporozhets, is not a source, and result of development. The beginning of mental development of the child lies in mastering by sense of own

actions. Intelligent action is impossible in abstract space, in some human vacuum. It arises in the course of live empathy of the child to other person.

Therefore competent “a pedagogical mode” is such which provides “specific children's kinds of activity” for children. These are kinds of activity which the child can emotionally treat which sense he understands and in which operates as the subject.

Our motto: “Activity of the child develops – the child” [7].

It is possible to consider as basic training of the preschool child such which provides to it basic development of personal qualities. Ability of the personality to creative self-development depends on extent of manifestation of creative activity, and, therefore, from aspiration of the person to action, to manifestation of the abilities, to satisfaction of requirement for transformation and creation itself. V.T.Kudryavtsev in article “For others – opening for itself – opening of” notes opening “Novelty, originality, the importance and utility for all society or its separate groups is inherent in creations of adult people. These properties products of children's creativity, with rare exception, don't possess. The child doesn't invent language and ethical standards, scientific concepts and work receptions, i.e. in usual sense doesn't create anything new”; “result - opening for itself” - not so much creation of a new subject, how many the change occurring in the child, emergence at it new ways of activity, knowledge and abilities”. [5,71-78]. At L.S. Vygotsky creativity (life creative) is connected with “creation of new forms of behavior”. “Each our thought, each movement and experience is aspiration to creation of new reality, break forward to something new”. For this reason creativity makes a basis of the general mental development, including self-development of the child. [4,113-118]. Creative activity of children of preschool age proceeds in two directions:

- perception of world around child;
- a way of “assignment” by the child of the universal experience, being shown in independence [8].

The basic principle of open educational space is the choice of activity by children and teachers. Children on interests choose a kind of activity, the tutor, the

partner in game. A leading kind of activity is game. Therefore we give opportunity to play, i.e. big time is given to independent types of games: to subject and role, creative types of games. In formation of ecological culture of preschool children the big role is played by acquaintance to national traditions and customs. Our ancestors were children of the nature therefore they admired it, tested ecstasy the native nature. One of philosophical views on which the national pedagogic leans is the environment consistent in education. The content of educational process, according to the people, should consistent with the nature. All pedagogical process is based on the maintenance of the Yakut calendar, the developed G.S.Popova – Sanaaya. Traditional thematic entertainments of “Bayanay kieheete”, “Tankha kieheete”, “Ostuoruya iya”, “Jehegey iya”, “Ysyakh”, “Day of the earth” are developed.

Thus, the Yakut people within many centuries created original everyday pedagogic on education of young generation taking into account severe climatic, social and economic, national living conditions of the life that became a basis in development of model. Thus, giving children opportunity to choose kind of activity, systematically watching development of children, using culture of the people as in joint childhood – adult communities we form a development tool of children base bases of social and personal development of preschool children, acceptance and support of identity of the child, we develop their creative abilities, we care about mental health and emotional wellbeing, we bring up civil qualities and we attach to national culture. In creation of the modern developing circle of preschool children, in the organization of pedagogical process the big role is played by ethno-pedagogical views and outlooks of the people.

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**ENGLISH LANGUAGE TRAINING AND
PRESCHOOL CHILDREN INTEGRAL DEVELOPMENT**

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The article states the basic results of the dissertational research devoted to influence of one of the integrative techniques of preschool children English language training in an additional education establishment (in) to their integral development.

Key words: preschool children integral development, integrative technique, additional education, preschool children' training and development, foreign language training

Modern approach to the organization of pre-school education has put the problems associated with the transition from the subject-based learning to personality-oriented education, in the center of which is the identity of the person that

gives the basis to these positions to consider integrated learning as a coherent system of teaching. Conceptual framework of the integrated training of pre-school aged children was a synthesis of two groups of approaches based on a humanistic paradigm of education and the conceptual idea of an integrated, individually-focused, cultural, activity, integrated poly-art and system, the structural-functional, technological, the leading role of the first [4].

The essence of modern educational paradigm of education is expressed in the idea of personality-oriented education and lies in the fact that the child is seen as a complex self-developing system, recognizes the uniqueness of each individual and the trajectory of its development, its self-worth; the objectives of pre-school education is shifting to the Informatization of the child on the creation of conditions and assistance in development and self-development of the personality as a whole; changes the position of the student in the educational process, which should be built in accordance with the needs, interests, and capabilities, to provide personal meaning of cognitive activity [2].

Conceptual idea is a provision to the effect that the integrated education is based on didactic synthesis, which makes the most efficient use of cognitive and educational potential in the development of preschool-age children on the basis of the unity of the sensual and rational, formation of integral representations about the world in their interconnections and interdependencies [1].

Integrated approach in pre-school education is to:

- realization of priority goals and tasks of education and personality development on the basis of formation of integral representations about the surrounding world;
- implementation of the not only informative, but also formal goals and objectives of the education and development of;
- strengthening the links components of the content of different sections of the program (interspecific integration) and inside partition (intraspecific integration);
- interaction of methods and techniques of education and training (continuous integration);

- a synthesis of types of children's activities;
- implementation of integrated forms of organization of training (integrated classes, courses, entire disciplines, etc.), having a complex structure [3].

However, having analyzed the practice of teaching pre-school age children of a foreign language, we have identified a number of contradictions:

- between the necessity of formation of integral representations, integral picture of the world and fragmentation of the formation of representations for the single-species classes;

- between humanistic personality-oriented paradigm of modern pre-school education and its knowledge-oriented content;

- between the need to address the developmental and educational tasks in the classroom and restricted access to traditional single-species studies, constructed on the basis of knowledge-oriented one;

- between socio-cultural conditionality of the learning process and the individual's personal experience of a child;

- between the need for the building of the pedagogical interaction of the teacher and the child in teaching on the subject-to-subject basis and mainly the subject-to-object nature of the training on single-species sessions;

- between the need to ensure a holistic unity of sensory and rational in cognitive activity for preschool and narrowness of its reflection in educational work;

- between the need for the formation of skills to apply the knowledge in practical activities and the limited capacity of implementation of the activity approach in the traditional subject-oriented training;

- between the increase of knowledge and the traditional forms of organization of education.

On the basis of the theoretical model integrative methods of teaching pre-school children the English language in institutions of additional education of children were created, and that leads to their active integral development.

This method is an integrated course of study designed for 3 years and includes the closest children lexical and grammatical topics, a set of set word combinations,

etc., information about English-speaking countries' culture and traditions. All training is conducted in the context of fairy tales, with use of games, music (singing and rhythm), drama and drawing. It is full of educational situations in which children receive not only knowledge, but also practical skills of correct behavior, communication, socialization, dockable on a conscious level through the assimilation of certain phrases in the English language accompanying the data situation. Using natural for preschool activities and their frequent and logically (plot) due to the change is the health preserving factor and has the great importance for the preparation of children for school education.

The effectiveness of this method has been proved experimentally.

Pedagogical studies, carried out at the test stage, confirmed the correctness of the hypothesis that the organization of the preschool age children education, English language in integrative methodology, incorporating all relevant for children of this age group activities (communication, singing, rhythmic, drawing), held in the form of the game and built on the basis of the fairy-tale story, increase the level of the preschool children integral development.

In connection with the above statements we consider it is possible to formulate the following conclusions:

1. Preschool children English language training in integrative methodology that contains games, musical-rhythmic, theatre / drama, graphic components and built on the basis of a fairy tale as a literary form, has a high growth potential. It contributes to the manifestation of the new developing trends in all spheres of personality preschooler and has the most positive influence on the formation of its readiness for school education.

2. A foreign language training of children 4-6 years on an integrative basis in institutions of additional education of children should be considered as one of the developing training directions, development-oriented academic, specific (art) and communicative abilities.

3. The higher the level of integration of pre-school children foreign language training methods components is, the higher efficiency of children' integral

development . Training should take place in the cycle of studies, united by a single continuous plot and common characters; saturated logical-and penetrating each other's activities; implementing common to integrated components of goals and objectives, i.e. the integration must be carried out both along the horizontal (cross-curricular links), and on the vertical (unity of the purposes, principles and objectives) level.

4. Implementation of the preschool children foreign language training requires the use of a technology focused in several directions: the integral development of children, on the formation of abilities, skills, and communication skills in a foreign language and to the prerequisites for the formation of a universal educational action.

In conclusion, I should note that the application of integrative methods of teaching in our version is caused by age-specific population, the conditions of its training in institutions of additional education and can be viewed as a factor of prevention of fatigue, overload, creating comfortable psychological environment, and improve the motivation for school education in the future.

Developed by us integrative methods of preschool age children education, English language can equally well be applied in the study of any other foreign language, as it rests psychological and pedagogical features of preschool children. It is an open educational system, which is capable for further development in terms of improvement of educational and developing functions of the integrated training of children of different age groups.

The condition of its application is the competence of the teacher not only in the socio-cultural, linguistic and preschool education spheres, but also in the relevant spheres of the educational field «Art» (the music, the rhythmic, the basics of drama and fine arts, basics of literary composition), as well as its high level of creativity and artistry. Therefore, training of teachers as a foreign language, so and teachers of additional education, oriented to the work with children of pre-school age, should be carried out specifically in the relevant educational institutions after directed professional selection.

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Kondrashova V.O.

THE CONTENTS OF FAMILY'S VALUES IN MODERN BELARUSIAN MULTIGENERATIONAL FAMILY

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The article describes the contents and characteristics of the family's values of modern Belarusian multigenerational family. A pilot research is made on a base of un-numerous select of respondents. The material is devoted to analysis of the results in the empirical research of the family's values in the multigenerational families who have preschool-children.

Key words: multigenerational family, grandparents, values, family's values.

The family is characterized by nature and social cultural system prescribed by the culture and society of values, norms and rules governing the distribution of responsibilities between the parents, child care and upbringing, determine the contents of the roles, role model behavior. And in this sense, family values are the basis of personality and early childhood is the sensitive period to assign human and family values.

Multigenerational family is understood as a type of family that lived together for three or more generations of common household. Close in the sense of an expanded definition of family can be considered as relatives, also includes three or more generations: children, parents, and grandparents. Of course, in an ideal form of multigenerational family today in our society is a phenomenon extremely rare. With regard to the maintenance of multigenerational relationships in family society, i.e. maintaining family traditions of mutual aid, support, care for loved ones of people (relatives) of several generations, these examples are not uncommon for the Belarusian people, whose humane priorities are preserved and developed in such families, along with their parents a great effect on young children have and ancestors (grandparents), even if they do not live together and have a common household. Many of them (parents) are actively involved in the upbringing of their grandchildren and often have a major positive impact on the successful socialization of preschool children (their grandchildren) through the broadcast of socially important family's values.

However, the issue of family's values in modern Belarusian multigenerational family is remained today. As the older generation passes priorities and assigns if younger rising generation family values of their ancestors – these issues remains an engaged, modern society and science.

Exploring the characteristics of a modern family with preschool-age children, we found that most of them are not multigenerational family in full sense of the meaning, because the younger generation is living separately from the older generation. However, young parents often seek help and support in the education of children to their grandparents aged 48 to 73 years in our sample.

According to a poll of parents and grandparents identified priority family values: mutual understanding within the family, mutual respect and love is 90% response (17 seats); respect for the older generation – 95% (18 seats). When replying to a question on the main family traditions of the respondents indicated that they are family holidays and pastime with the whole family – 95% (18 seats). In communicating with the child as ancestors and parents believe primary understanding of the child, the joy of communicating with him, positive emotional contact – 75% (14 seats).

Of particular interest are the results of the important family values. Analysis of the data shows that regardless of age and family role, parents and ancestors are the following values: respect for the older generation, the experience of generations – 35% (7 seats), material well-being – 35% (7 seats), love and mutual respect – 20% (4 seats), understanding – 10% (2 seats), health and happiness – 10% (2 seats).

The specially developed an experimental gaming situation "The Family of Aliens" in the responses of children 5-6 years to questions the experimenter could hear information about values that are a priority in their real multigenerational families. The results of the study show that children have the idea of family values and the main show and called the love of family, friendship, happiness, kindness, health, mutual support and care, a positive attitude towards work and positive attitude towards family, including the grandparents. Children are often used in his speech, words such as: "all together", "together", "friendly", indicating a child and the importance of unity in the family, mutual understanding, support and care. Pre-school family is "when all together" play, work, rest, help each other, going big table, etc.

Thus, empirical study of family's values in multigenerational family makes it possible to say that *the older generation* are important values such as life, health, personal freedom, independence, identity with its generation, mutual help and support, the transfer of the life and social experience to succeeding generations. For more *of the younger generation* (parents of our preschoolers) priority values are valuable as a "child". For their *children* (pre-school children) it is important to family unity, love, friendship, kindness, sharing, join work with all family members.

In order to meet the challenges of modern society to preserve the family as intrinsic value and the transfer of social skills from generation to generation, you must have positive relationships within the family, the upbringing of an attitude of respect for the older generation of the family, the succession of generations in forming family's values in multigenerational families.

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Volokitina T.V., Popova E.V.

**INTELLIGENCE STRUCTURE AND DECISION-MAKING FEATURES OF
TEENAGERS WITH DIFFERENT LEVELS OF A RITHMETICAL
PROBLEMS SOLVING SUCCESSFULNESS**

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Research of intelligence structure of teenagers aged 14-15 was conducted. Research results showed differences in intelligence structure development between groups of teenagers with different levels of arithmetical problems solving successfulness. Decision-making features research with use of the microprocessor apparatus KPFK-99 "Psychomat" let us state the fact that arithmetical problems successfulness depends on the level of stereotypy and inertness in a process of decision-making by the teenagers.

Key words: teenagers, intelligence structure, arithmetical problems, decision-making, stereotypy.

Research of age-related changes in intelligence structure in a process of development and learning is of not only scientific but also of practical interest. Calculation of age-related regularity of intelligence structure in schoolchildren's learning is particularly urgent in sensitive periods of personality development on of which is juvenile age. There is a process of programs complication and intensification owing to growing interest of the society to learning quality and at comprehensive schools. Intensive learning rate requires from schoolchildren a high level of intellectual activity of all components of verbal and nonverbal structures maturity. It

is stated that verbal, spatial and formally symbolic intelligence factors, the last detecting successfulness of learning physico-mathematical disciplines, contribute to differentiated successfulness of correspondingly schoolchildren's learning humanist, natural science and physico-mathematical disciplines. Spatial intelligence influences both physics and mathematics learning successfulness and progress in natural science disciplines. An intelligence verbal constituent has more important significance for progress in any discipline [5, 6, 17].

The most fully expressed intellectual act according to A.R. Luria is arithmetical problems solving [8]. Unfortunately, both psychological research [13] and the results of the Unified state exam [3, 11] indicate insufficient this ability development of senior schoolchildren.

A culminating and sometimes final operation of thought activities is a stage of decision-making [1, 2 that's why detection of decision-making features in a stochastic environment taken by schoolchildren with different levels of arithmetical problems solving successfulness has become the aim of our research.

Research methods. Intelligence structure diagnostics was studied with the help of the German psychologist R.A. Amthauer's test which is a typical group intelligence test. The intelligence structure test by R. Amthauer consists of 9 subtests: 1 – logical selection, 2 – classification, 3 – analogies, 4 – generalization, 5 – arithmetical problems, 6 – numerical series, 7 – choice of figures, 8 – tasks with bricks, 9 – semantic memory. The results of the 9th subtest are not included to the common result.

Individual results estimation in these methods are realized with use of empirically sorted out age norm (in points and percentage). The common result of the research allows to judge about schoolchildren's mental development and separate tests implementation successfulness – about a schoolchildren's individual intelligence structure [14].

The microprocessor apparatus for psychological researches KPFK-99 "Psychomat" manufactured by the Science Research Institute of RAMS (Moscow, 2006) medical instrument making was used for for objective estimation of decision-

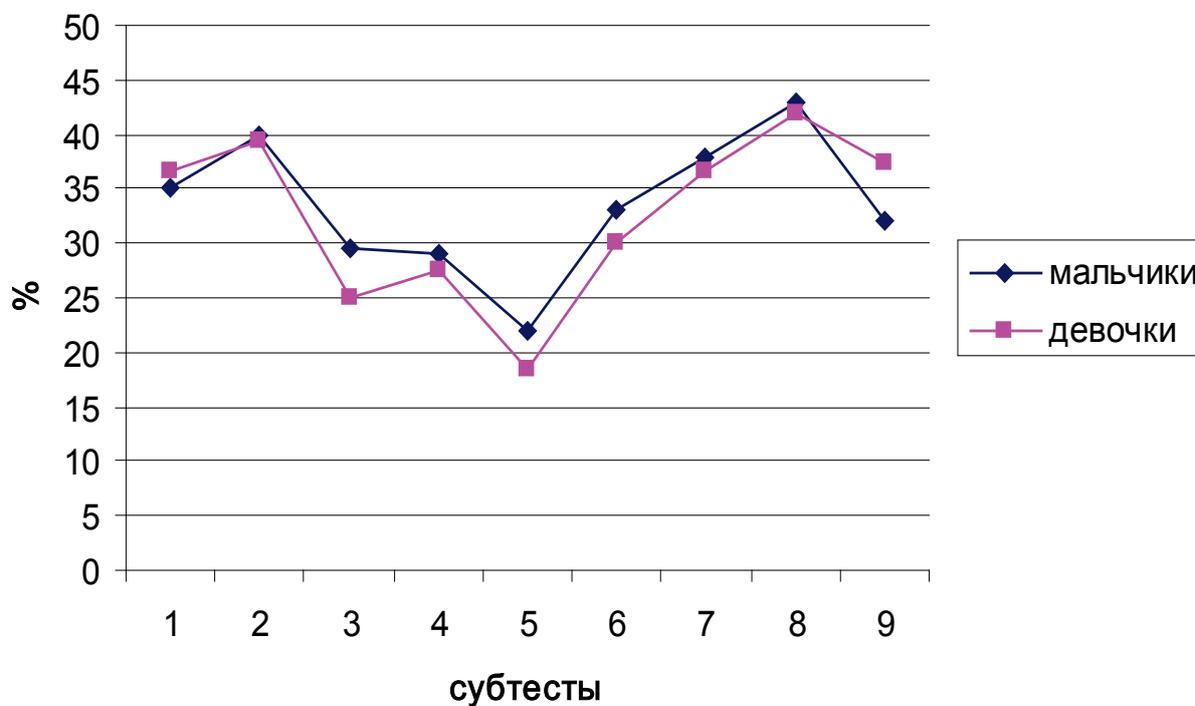
making. Instrumental test computer systems (TCS) allow to get results independent on social-cultural and other factors that are directly connected with the central nervous system fundamental mechanisms manifestation and a possibility of high psychic functions deep research and use of TCS as an express-method [9]. Stimulus modality is light. Psychophysiological interpretation of the received data was conducted with taking into consideration recommendation of SRI of pediatrics of RAMS and ARSRI of instrument making of RAMS [15].

The research was conducted in the “Free choice” regime. Decision-making mechanisms research in the environment without determination is of special interest because in this case there is a way of making a decision which is determined only by the interior mechanisms of consecutive goal formation [4, 7]. In this regime schoolchildren were offered to push a left of a right button in random order without prioritizing any of them and without stereotype combinations of consecutive pushing. Consecutive reactions choice regularity was analyzed that gave a quantitative and qualitative picture of decision-making stereotypy and variability (tendencies to reactions choice interchange and repetition). Dynamical results of decision-making efficiency were also estimated.

The received results underwent statistical handling with use of statistic analysis programs SPSS 15.0 for WINDOWS. The research data are exposed as their over mean values and errors of mean ($M \pm m$). Review of quantitative attributes distribution into sanity was conducted, trustworthiness of differences was detected with use of Student's t-criterion for independent selections. The 0,05 value was taken for the threshold significance value. The correlation analysis with Pirson's linear correlation coefficient calculation was used for studied variables interconnection structure research, only proved connections were taken into account.

Results and discussion. The research had 2 stages. The first one was conducting teenagers' ages 14–15 intelligence structure development long-standing comparative monitoring. 448 schoolchildren of comprehensive school №1 in Novodvinsk (212 boys, 236 girls) were studied for 10 years (1999 – 2009).

Teenagers' aged 14-15 of Novodvinsk intelligence structure development comparative monitoring researches with use of R.Amhauer's test showed that the schoolchildren had the lowest results in arithmetical problems solving ability (subtest 5).



субтесты – subtests, мальчики – boys, девочки – girls

Pic. 1. Successfulness of R.Amhauer's test implementation by schoolchildren aged 14-15 (average indices on subtests)

Intelligence structure and decision-making features of teenagers with a different level of arithmetical problems solving in stochastic environment were researched at the 2nd stage. 73 schoolchildren of the same school were studied (33 boys and 40 girls).

The schoolchildren were divided into 3 groups on arithmetical problems solving successfulness according to recommendations to the test. It should be noted that during the monitoring none of the teenagers coped with the test at the level of high norm and high norm was shown by less than 5% schoolchildren on "Arithmetical

problems” subtest. That’s why schoolchildren having done tasks at high level and at the level above the average were united into the 1st group. Schoolchildren with average level of successfulness are in the 2nd group. Schoolchildren having done tasks at low level are in the 3rd group. boys and girls are united into one group because according to the literature data teenagers aged 14-15 have general for both girls and boys development tendencies and and reliable sex differences on R. Amthauer’s test implementation level were not detected [12, 16, 18]. Differences reliability research with use of Student’s t-criterion showed that differences between the detected groups on subtest 5 “Arithmetical problems” solving successfulness are statistically significant ($p < 0,001$). The results of R. Amthauer’s test implementation by teenagers with different levels of arithmetical problems solving are shown in Table 1.

Table 1

R. Amthauer’s test implementation successfulness (%) by schoolchildren with a different level of arithmetical problems solving

Subtest name	1 st group — good level (n = 22)	2 nd group — average level (n = 22)	3 rd group — low level (n = 29)
1. Linguistic feeling	*48,86±3,3***	40,91±2,4	35,34±2,1
2. Abstracting	45,36±2,5*	41,3± 2,0	39,14±2,8
3. Analogies	*44,32±3,3	33,41±3,2**	**21,90±1,9
4. Generalization	**40,77±2,9***	29,91±2,9***	***23,21±2,2
5. Arithmetical problems	***38,41±2,5***	22,27±0,5***	***11,38±0,9
6. Numerical series	*48,18±3,7***	35,45±3,6*	*24,83±2,8
7. Spatial imagination	41,91±3,1	41,59±3,1	37,07±2,5
8. Sptial thinking	43,18±3,3	45,00±2,8*	*35,62±2,8
9. Memory	40,23±4,5*	37,73±4,5	28,10±2,4

Total result (IQ)	**42,59±1,9***	35,77±1,6***	***28,03±1,1
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Note: * - differences reliability in comparison with the 3rd group is shown on the right, comparison with the 2nd group – on the left (* $p < 0,05$; ** $p < 0,01$; *** $p < 0,001$;))

Schoolchildren with the level of problems solving above the average have a better linguistic feeling (subtest 1) than their peers from a second (t = 1,96;) and a third group (t = 3,47). They also have better developed abstracting (subtest 2) in comparison with a less successful group (t = 2,0). A large number of reliable differences between the groups detected when analyzing the results of subtests 3 “Analogies” and 4 “Generalization”. Teenagers with a low successful level drop behind their peers from the 1st and the 2nd group in abilities of drawing analogies (t=3,08; 5,92) and generalizing (t=4,84). Higher results in comparison with the 2nd group were shown by the schoolchildren from the 1st group according to these parameters.

Intergroup differences were detected in tasks implementation on continuing numerical series (subtest 6): teenagers from the group with low successfulness manifest reliably lower ability to operate with numbers than the peers from the group with higher problems solving successfulness (t=2,33; 5,06) and the schoolchildren from the second group – in comparison with the 1st group (t=2,48).

Nonverbal tests (7, 8) implementation analysis showed statistically significant differences in level of spatial thinking between the groups with average and low successfulness (t=2,42). By the “Memory” parameter the schoolchildren of the 1st group reliably surpass over their peers from the 3rd group (t=2,39). In addition all the three groups of the children statistically reliably differ among themselves by the general level of R. Amthauer’s test implementation (IQ) (t=2,72; 4,05; 6,55).

Accordingly the conducted research showed differences in intelligence structure development between the groups teenagers with different arithmetical problems solving successfulness level.

The diagnostics results of consecutive reaction choice with use of the microprocessor apparatus for psychophysiological research KPFK-99 “Psychomat”

are given in Table 2.

Table 2

Features of behavior stereotypy manifestation (%) by teenagers in free choice environment ($M \pm m$)

Parameters	1 st group — good level (n = 22)		2 nd group — average level (n = 22)		3 rd group — low level (n = 29)	
	LB	RB	LB	RB	LB	RB
Button choice	49,55±1,9	50,45±1,9	51,82±2,0	48,18±2,0	49,83±1,7	50,17±1,7
Repeated choice	44,41±2,7*	42,86±3,5*	46,32±3,6	42,50±4,4	40,41±3,2***	38,59±3,8***
Triple choice	40,00±5,0	*41,05±4,7*	38,95±4,6**	*44,18±6,1	29,94±3,3***	27,97±4,6***

Note: * - reliability differences in comparison with a single choice is on the right; reliability differences in comparison with the 3rd group is on the left (* $p < 0,05$; ** $p < 0,01$; *** $p < 0,00$); LB – left button, RB – right button.

Decision-making stereotypy and variability research (tendencies to alternation and reaction choice repetition) showed that teenagers from the 1st more successful group have statistically significant predominance of a single choice in comparison with dyads and triads choice ($t=2,42$). In the 2nd group with average schoolchildren's successfulness statistical significance of single choice differences is observed only with repetition of left button dyads ($t=2,9$). The schoolchildren with low level of arithmetical problems solving statistically significantly prefer a single choice to dyads and triads ($t=2,8$; $3,8$; $t=4,8$; $5,8$). the teenagers of the given group also reliably rarer right button dyads in comparison with the teenagers of the 1st and 2nd group ($t=4,6$).

The correlation analysis showed direct dependence of successfulness of arithmetic subtest implementation and right button dyads repetition in free choice situation ($p < 0,05$; $r=0,567$).

The received results state that there are differences between intensity of stereotypy itself in process of decision-making by teenagers with a different level of arithmetical problems solving successfulness. The greatest amount of stereotype reactions is in the group of low successfulness, the least – in the group of average successfulness.

Dynamical indices of efficiency of decision-making in stochastic environment by teenagers aged 14-15 are in Table 3.

Table 3

efficiency of decision-making (mc) by teenagers aged 14-15 in stochastic environment (M±m)

Parameters	1 group — good level (n = 22)	2 nd group — average level (n = 22)	3 rd group — low level (n = 29)
Time of reply choice	337,0±17,4	323,0±17,4	364,83±12,7
Time of reply repetition	251,8±16,0	232,27±16,6*	290,69±14,9
Time of reply change	411,4±19,6	401,45±19,0	425,72±16,5

Note: * - stands for differences reliability in comparison with the 3rd group (* $p < 0,05$)

The diagnostics showed that the teenagers with low successfulness spend more time on reply repetition in comparison with the teenagers of the 1st group ($p > 0,05$) and at the statistically significant level more than the teenagers of the 2nd group ($t=2,61$). The given results indicate heightened inertness of the schoolchildren of the 3rd group and insufficient concentration of the schoolchildren of the 2nd group. Statistically significant differences by the rest indices were not revealed.

Some researchers among difficulties in mathematics teaching name such a field as ranking of problems solving specific strategies [7]. Stereotype reactions in a decision-making process allow to build more complex strategies. This seems to explain more amount of stereotypies in a more successful group of the schoolchildren in comparison with the schoolchildren of average successfulness. The fact that the highest level of stereotypy reactions belongs to the teenagers with low successfulness may be explained by heightened inertness of decision-making processes of the

schoolchildren of the given group. Probably inability of finding a new way of acting and insufficient flexibility of thinking lead to errors.

In whole the analysis of the received data shows that arithmetical problems solving successfulness depends on the level of the stereotypy itself of decision-making processes by teenagers aged 14-15. And availability of both very large and very small amount of stereotypies leads to a lower result. An average stereotypy level is typical for the schoolchildren with a good problems solving level.

Conclusion. The results of the conducted research allowed to find out that there are reliable differences in intelligence structure of the teenagers aged 14-15 with a different level of arithmetical problems solving successfulness. An ability of drawing analogies, generalizing, classifying and inferring, operating figures, having mathematical intuition and linguistic feeling i.e. verbal abilities can be sorted out as the most significant in the abilities structure for successful problems solving. The received results confirm the literature data about significance of verbal constituents in the general intelligence structure. Arithmetical problems implementation successfulness also depends on stereotypy levels and inertness in the process of decision-making by the teenagers.

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The dynamics of social representations in young men before and after serving in the army.

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This article discusses the current social ideas and values before and after serving in the army, as well as the mechanisms and factors influencing the formation of social representations in young men.

Key words: social representations, social group, the army recruits who have served the army.

The problem of social representations has been actively developed by the industries such as psychology, social psychology, personality psychology, and developmental psychology. In psychology, there are various interpretations of this phenomenon related to the research of many foreign and domestic psychologists: in 1961, in Paris, was published the first edition of the work of Serge Moscovici,

"Psychoanalysis, its image and the public", which was the result of his dissertation research. The book became a landmark event by opening an "era of social representations." Moscovici proposes to revise the image of the ordinary man as a naive observer. The man lives in a social environment, belongs to the different groups, looking at the world through the prism of the collective wisdom: social representations - is the product of this group, because the received scraps of knowledge revolve here, acquire some meaning. We hypothesized that this military service makes significant adjustments to the already established social representations and affects the formation of new ideas, different from the existing ones.

All human activity is always subjective. Isn't an exception and the military-professional one. The condition for its implementation is a military man, who quite clearly refers to the world around, determined by specific factors of military service. The domestic psychology starts with that the personality is a specific person, the representative of a certain community (for example, military society), realizing in the world around, engaged social and significant (for example, military and professional) activity and allocated with certain specific psychological features.

With an appeal on military service or receipt on it under the contract people appear in the absolutely new, distinct from the previous life conditions

At the same time, each military man as the personality, has not only features of nervous system inherent only in it (mentality), but is formed and develops in various social conditions (a family, educational institutions and establishments of vocational training, military division) that puts the peculiar maintenance of its psychology. The specific feature of military activity is that its subjects are in continuous interaction not only with various conditions of the service, used arms and the equipment, but also with each other that generates their mutual conditionality and interpersonal communication. Within the group unity actual social representations also are formed.

Earlier in the dissertation, we have proved empirically that social association of people which the small group is, can be considered as the medium influencing the formation of different types of actual social representations. In the conditions of

reference small group the personality carries out selection of social representations according to tactical problems of life activity.

As, practically all researchers of social representations note that they are formed in the conditions of activity of small groups, we rather in details analysed phenomenology of this social education in treatment of various psychological schools and the directions.

G.M.Andreeva, L.P.Buyev, A.V.Petrovsky, E.P.Belinsky, O.A.Tikhomandrinskaya, some other domestic researchers, consider the main backbone and integrating basis of group is the socially - caused joint subject activity. So, R. M. Andreeva believes that when you set the system of social relations in some particular size, sufficient for performance of concrete activity «... this limit can be accepted in research as "top". In domestic psychology concept "the collective" and «the small group» were considered decades as diverse, qualitatively various, sometimes even as opposite.

For example, Y.L.Kolominsky, L.I.Usmansky, D.V.Petrovsky in their works come to thought that any collective represents a small group, but far not each small group can be considered as the collective, but on the formation of the main social representations of participants of a small group the strong influence can have the high-status subject of group – the leader or the head of the group. If he optimal uses psychological mechanisms of intra group interaction, he can essentially change any social representation of group, up to diametrically opposite. It is visually illustrated in the military service, the principle of unity of command involves a conscious submission to its will and desires to the will of another man - the commander that in the social-psychological level is accompanied by a limited degree of personal freedom and choice of activity. The need of restriction of degree of a personal liberty is caused also by a strict regulation of military service (here it is possible to refer the obligation of performance of a daily routine, etc.). In this regard considerable interest for our research is represented by the alternative concept of intra group influence S. Moscovici giving a great influence of a role of a position of minority of the members group. In his opinion, the traditional approach to consideration of intra

group interaction represents functional model of the personality considering behavior as adaptive process of an equilibration of the individual with the environment. In this study he focuses on three aspects of the problem: the social control of the behavior of individuals, disappearance of distinctions between them, the development of uniform group behavior. The conformity represents itself as the requirement of social group shown to her participants for development of a consent and maintenance of balance between structures of group, and also between the group and society surrounding it. At the heart of functional model of the group there are six following basic provisions.

1. The influence in the group is distributed unevenly and is directed in one direction - from the majority to the minority. The majority in this case is regarded as an active, open to changes, and its point of debate is the only correct one. A minority is considered as passive and its opinion is erroneous and deviant.

2. The function of social influence is to preserve and strengthen the social control. All group members must adhere to the same (or similar in nature) norms, values and criteria for evaluation and relations. The resistance of certain subjects threatens functioning of group and demands the strengthened social influence for their "correction".

3. The hierarchy of dependence in group determines the direction and size of the social influence. Each subject accepts this influence in the corresponding degree and expresses the consent to get the group approval. All individuals are interdependent in obtaining of the information necessary for them to create the correct and steady image of the world, showing their personal estimates and judgments.

4. Forms of social influence depend on the condition of uncertainty felt by the subject and his need to reduce this uncertainty. In case of ambiguity of estimates of a concrete situation in the absence of objective criterion of an assessment the condition of internal uncertainty of the personality amplifies and does it more open to influences of others (certain subjects or all group).

5. The consent is reached in the process of a mutual exchange and is based on the objective norm. If it is absent, members of the group address to the stereotype

standard earlier or the opinion replacing the objective norm. As the last can act and the strong social influence, which source is out of this group.

6. All processes of the influence in group should be clear as manifestation of a ability to adapt which represents itself as a condition of the existence of group and guarantees the protection of a position of the majority.

If the theoretical aspect of model of the S. Moskovici can cause certain doubts (319-324), in real activity of small group it is possible to find the confirmation practically to each of the above-named provisions. So, the fourth and the fifth represent a peculiar psychological mechanism which heads of collectives use for carrying out the line in a situation of polarization of the relations to it certain subjects or even all group.

Therefore, it is hypothetically possible to assume that the social representations undergo a transformation, the correctional character or changing to the opposite. Many modern researches in the field of military psychology are reduced to studying of social stereotypes which in turn aren't dynamic and flexible formations. There is a large number of scientific approaches, the theories defining the essence, types, properties and stereotype functions in life of the certain person, big and small groups.

So, for example, in the American science there is a set of the directions which develop social and behaviouristic (U.Lippman,), psychological (T.V.Adorno,), symbolic-interactionist (T.Shibutani), phenomenological (E.U.Vayneka) theories in research of the stereotypes. The general for the american researches is that they are generally devoted to anthropostereotypes (that is to the images formed in the certain social group), their role in the social and political sphere. In domestic psychology V.A.Yadov understood as a stereotype «sensually painted social images». I.S.Kon makes such definition: the stereotype is «prejudiced, i.e. not based on a new direct assessment of each phenomenon, and deduced from the standardized judgments and expectations, the opinion about the properties of people and the events». And though «each social group always has in the circle of "dissidents", but they pretty often behave according to “official” norms.

However, today the majority of the Russian scientists (after western) began to approach more carefully to a stereotype phenomenon, including the last mainly complex education and estimating the contents it not only from a negative side (Ageev V. S., Vasilyev T.V., etc.). In our opinion, the studying of social representations will reflect most fully a range of actual and leading representations of youth, including recruits and the served persons. The structure of the social representation reflects those components which are staticized at this category. Social representations of participants of groups are dynamic formations which undergo the considerable changes under the influence of the various social factors mediated by individual and personal psychological parameters of subjects. Summarizing the results of psycho diagnostics and polling methods, it is possible to tell that the subjects who had initially enough high indicators of psychological parameters, influencing on the social interactions of the person in the conditions of the referential micro society, will have higher dynamics of social representations with various structure and optimal extent of adaptation to the social expectations of the real activity of the person.

We carried out the research which purpose was a comparison of the dominating values and a vital orientation of recruits and the persons which have passed the military service. Two techniques were used: P.I.Ivanov and E.F.Kolobkova's verbal projective Must-test for the determination of vital values of the personality and M. Rokich's test for the valuable orientations.

As a result, data were obtained:

Recruits.

According to Rokich. Bigger number of percent as dominating terminal values preferred the financially secure life (the absence of material difficulties), the presence of good and loyal friends and the freedom (independence, independence in judgments and acts).

Among the most significant tools were: the courage in defending of the opinion (views), honesty (truthfulness, sincerity) and responsibility (call of duty, ability to keep the word). According to the Must-test the following vital values appeared the

most important: the material success, the autonomy and freedom (openness and democracy in society).

The persons which have passed the military service.

According to Rokich. Bigger number of percent as dominating terminal values preferred financially secure life, i.e. the absence of any material difficulties; love, as spiritual and physical proximity with loved one, health, presence of good and loyal friends. Among the most significant tools appeared: the independence, as ability to operate independently, the responsibility and self-checking.

According to the Must-test the following vital values appeared the most important: the greatest point - health, material success and affection and love, and also big percent received autonomy, as the requirement to do that the person itself considers important – the independence of opinion of people around; freedom (openness and the democracy in society) and the personal growth.

So, distinctions in priorities of vital values between recruits and the persons, passed the military service, aren't great. The general are material values, presence of good loyal friends, and as such characteristics as responsibility, freedom (openness and democracy in society) and independence. It is necessary to notice that "Health", "Family" and "Love" in priorities at recruits (in difference from the persons which have passed the military service) generally has not so important character.

It is possible to make a number of conclusions, making a start from the theoretical analysis of a problem of influence of army service on the formation of social representations and the empirical research which has been carried out by us:

1. In the military collectives the social representations will differ bigger stability and monotony, than in civil as in the first already there is a steadier system of relationship between participants and more developed forms of the group activity or communication.

2. In the military groups which are carrying out the generally activity or carrying out the formation of the same communication of participants, the range of the main social representations will be small and very conservative.

3. In the civil groups which activity has the strongly pronounced the expressional component respects defining quality of functioning of the group, there will be wider range of social representations and their strongly pronounced dynamics at lower stability.

4. Than wider and more considerable is the degree of an inclusiveness of participants of small group in the various social processes in big groups, than is more various the range of leading social representations of her participants.

5. On the formation of the main social representations of participants of small group the high-status subject of group – the leader or the commander can render a strong influence. If he optimal uses the sychological mechanisms of the intra group interaction, can essentially change any social representation of group, up to opposite.

The research showed that components of leading social representations recruits and the persons, served in army, are:

- 1) Representations about own "I".
- 2) Representations of referential micro society and the own place in it.
- 3) Representations of the professional activity.

These components can have a various form, the ambiguous description and the formulation of the phenomena, factors and events, at the same substantial filling . The values of the military service represent a system of valuable orientations with a steady structure. They define the behavior of the military persons, their addictions, the relation to various manifestations of activity of collective and society as a whole, self-image and an assessment of actions of other people, inducing motives of office and off-duty activity. At the same time the importance of values of the military service for separate groups changes under the influence of the events occurring in the society. But there are values which remain invariable.

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**ETHNOCOMMUNICATIVE COMPETENCE IN THE PEDAGOGICAL
INSTITUTE**

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Ethnopedagogics is a stabilizing factor counteracting the processes of erosion of culture, ensuring the cultural identity of the person [2]. On the one hand, under the influence of regional ethnic culture is «the formation of the individual human consciousness determines its place in the existing picture of the world», and, on the other hand, there is «preservation and improvement of the norms of plurality and tolerance» [3, p. 18].

The creative team of teachers of the pedagogical Institute of the North-Eastern Federal University has developed a «Model of ethnopedagogics content and technologies of education» for the purpose of preparation of competitive members of society, who can live and work in a multicultural environment, to know and respect not only of their ethnic culture, but also the culture of other ethnic groups that are able to communicate in different languages, holding cultural and linguistic norms.

The implementation of this project, in our opinion, will allow to achieve positive results required in the modern standards of education in the upbringing of the

spiritual, creative self-developing and tolerant to all cultures personality, able to work in teams.

Taking into account that the living creative pedagogical process, as well as any socio-communicative process, has its obvious or hidden ethnic component in the structure of activity of a teacher we have identified ethnocommunicative competence, to enable the graduates not only to coexist with others in a social context, but also have a positive impact on the others [1, 7].

Ethnocommunicative competence is a complex, integrated notion that characterizes the ability of man to realize his full intellectual and personal potential to achieve the maximum positive effect of communication in mono-ethnic and multi-ethnic environment.

As a result of this major programme bachelor's graduate should possess the following ethnocommunicative competencies (EC):

- aware of the need for vocational training in the aspect of ethno-cultural education (ek-1);
- able to teach others to understand the peculiarities of cultures of various peoples, their identities and values, opportunities for interaction (EC-2);
- able to use the opportunities of the educational environment for the development of humanistically oriented personality of the child as a unique bio-psycho-socio-cultural phenomenon (EC-3);
- ready to be included in the interaction with parents, colleagues, the social partners in the process of ethnopedagogics and introduction of children to the values of ethnic culture (EC-4);
- able to construct the content of the education of children of early and pre-school age with account of peculiarities of ethnic culture, traditions, traditional way of life of the society and the family, the ethnic diversity of the world (EC-5).

The first direction of the formation of ethnocommunicative competences of the graduate is the development of the content of the basic education program, formed by the subjects of education.

The teachers of the chair of pre-school education have developed the discipline: «The Communicative English language», «Pedagogical rhetoric», «Ethnorhetoric», module of the vocational part of the «Culture of interethnic communication», which includes a number of educational disciplines of professional training of preschool teacher: «Pedagogy of interethnic communication», «Ethnic Psychology», «Ethnopedagogics», «Family pedagogics», «The Peoples and cultures of the circumpolar world», «the Methods of acquaintance preschoolers with the cultures of peoples of Yakutia», «Literature of peoples of the North», «the History of Yakutia», «Methods of teaching Russian language in the Yakut kindergartens», «Methods of teaching Yakut language in the Russian kindergartens», etc.

The second direction is provision of psycho-pedagogical conditions of preparation of future teacher for the professional activity in extracurricular time, where the resolution of the problems of intercultural communication becomes an everyday necessity. Tested free language courses for the teaching of Chinese, Korean and Japanese languages, which enjoyed great interest of students. Students are involved to the work of the creative workshop with gifted children in the framework of the all-Russian target of the project «Gifted children». They conduct classes for high school students the business English language, rhetoric, participate in the organization of meetings with the specialists of creative professions, visit museums and theatres. The winners of creative competitions are selected as a result of the work for participation in the annual international Symposium «Children. The intellect. Culture» in Greece. The best students are encouraged visits to Moscow for participation in the international scientific-practical conference on intercultural dialogue in the Peoples ' Friendship University named after Patrice Lumumba, and other Russian and foreign universities.

The third direction of the formation of ethnocommunicative competences - educational technologies of the new, studentcentered paradigm of higher education. Intercultural communication as a process of communicative interaction, is organized in the educational process with the help of such technologies, well-known in the Russian practice, as a collective way of learning, the method of developing

cooperation, design technologies, protection of the portfolio, etc.. In educational institutions of Yakutia there is actively used ethno-cultural educational technology [5,6,7], based on the principles of active communications, natureconsistency and joint activities: technology peerteaching (Semenova A.D.), productive technology «Satabyl» (Kondratyev P.P.), technology familiarizing the beautiful on the basis of the pedagogy of Olonkho (Chekhorduna E.P.), technology of ehnorhetic (Yadrihinskaya L.S.) and etc. As observations show that the successful use of active ethno-cultural educational technologies considerably develops value-ethical component of ethnocommunicative competence of the individual: moral values, respect for the senior generation, tolerance and love for work. It should be noted universality of the above copyright of educational technologies in the successful management of the educational process, i.e. they can be used for the teaching of any subject, and maximizing the satisfaction of the subjects of the educational process of effective communication with each other, as well as the system of formation of universal learning action learning (personal, communicative, regulatory and cognitive). There is a shift from a simple translation of the information in permanent form and cultivate personality in the process of learning.

Thus, the whole system of training of future teachers is aimed at educating the attitude (to peers, to the elderly, to the Mother, a Father, a woman, a man, children, to the weak and needy, to the people of other nationality and other beliefs), to foster the attitude to the beautiful (literature, folklore, theatre, culture).

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**EDUCATIONAL PRACTICES OF EDUCATIONAL INSTITUTIONS IN
THE ASPECT OF THE PROBLEM OF QUALITY EDUCATION**

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It is the job of understanding the quality of education in the aspect of teaching practice of the educational system and educational institutions as a psychological and educational system. Personal self-realization of the subjects of pedagogical practice educational institution serves a dynamic and continuous improvement of their activities (developing function) and is an indicator of the quality of teaching.

Keywords: education, teaching practice, the quality of teaching practice, personal self-realization of the subjects, cultural and historical conditioning, comprehensive, systematic, reflexive, interdisciplinary, focus, standardization the subjectivity.

Introduction

In today's world more and more countries realize that their future competitiveness and, above all depend on education. Education - a purposeful process of education and training for the benefit of man, society, state, accompanied by a statement of the citizen (student), established by the State educational levels (educational qualifications). The level of general and special education is conditioned by the requirements of production, the state of science, technology and culture, and social relations. Also, education can be defined as purposeful cognitive activity of individuals considered for obtaining well-established, the true scientific knowledge or to be universally applicable knowledge, even if contrary to the truth, but as a set of mandatory rules written and unwritten laws and norms of society, as well as the skills, either improving knowledge and skills. In a broad sense, education - a process or product "... the formation of the mind, character, or physical abilities of the individual ... In a technical sense education - is the process by which a society through schools, colleges, universities and other institutions purposefully transmits its cultural heritage - the accumulated knowledge, values and skills - from one generation to another (between generations). "

Pedagogical practices and the quality of education

In the context of the social progress of education in addition to the social transmission format of the cultural heritage has allowed the man to break the link with nature, in which the amount of knowledge and the duration of life are interconnected. At present people through education uses in the life experience of all previous generations, and this represents social progress. The higher the quality of education, the more competitive and demand is a definite social system. Despite the fact that the various components of the social system there is no common understanding of the quality of education, in each case, such an understanding takes place. Identify the different views about the quality of education is not so difficult. There are various psychological and educational system. One of them - the pedagogical practices of the educational system and educational institutions.

Pedagogical Practice - activity on the formation of the personality of the teacher - the subject of a future social practice, its overall development and cognitive culture

through the creation of opportunities for self-actualization of the learner, versatile displays of individuality. Personal self-realization of the subjects of pedagogical practice educational institution serves a dynamic and continuous improvement of their activities (developing function) and is an indicator of the quality of teaching.

The forms and mechanisms of pedagogical practices and accountability of the education system are well known and are part of the system. These mechanisms control the functioning of the education system according to the internal representations about its goals, how to achieve them, evaluation and accountability.

How effective are current educational practices of the education system as a whole and individual educational institutions in particular - that's a question that should be considered in the context of solving problems to improve the quality of education. Modern trends in education are characterized by high rates of change, aimed primarily at achieving a higher quality of education. In many respects the high quality is ensured not only the presence of material resources, but especially the quality of training teachers, implementing the activities of educational organizations as well as quality educational environment and the use of new information technologies.

The problem of the quality of teaching practice in education - one of the central problems in contemporary educational policy and science, because it is associated with the solution of the complex problems associated with the development of personality, its preparing for life in a rapidly changing and contradictory world, individuals with high moral aspirations and motivation to highly professional work.

The modern system of education the educational institution must use the pedagogical practices of training and education that provide social activities of young generation, its competitiveness, the entry into the open information society.

In addition, educational outcomes can be evaluated for different objects (students, teachers, customers of educational services) on different parameters in different dimensions and at different levels. And every time we are talking about different results. For example, a student's quality of education will be associated with their individual development and its place in society, and educational services for our

customers - with the presence of the graduates of educational institutions of the qualities and skills acquired during the training period.

Thus, the pedagogical practice in education in general is on the one hand, the individual qualities, but on the other - is a system designed to address specific pedagogical and educational issues. Therefore, the main connecting link is the individual parameters of the standard educational problem solved with the help of a certain pedagogical practices.

The main parameters of the quality of teaching practice in education can be reduced to the following provisions:

- Development of teachers of the fundamental solution of the model of educational objectives;
- Acquired skills and experience needed to address educational issues and problems of elementary education;
- Skills in the use of cognitive, reflective, research methods in development projects in the solution of educational problems.

Therefore we can define the following characteristic features that reveal the concept of "pedagogical practice in education" in the scientific and applied aspects: cultural and historical conditioning, comprehensiveness, consistency, reflexivity, interdisciplinary, focus, standardization the subjectivity.

No less difficult is the problem today and evaluate the quality of teaching practices. Traditionally, it is carried out by control, by using various control tasks, issues, practical problems. Teachers develop a set of system-based structural didactics, subject to the following levels of learning: recognition, reproduction, reproductive use; synthesis. However, these jobs usually do not reflect methods for determining the level of preparedness and ability of students to apply their knowledge in practice.

Many of the issues of quality teaching practices that arise in the present educational institutions are associated with changes in approaches to teacher training as a result of new demand as a teacher, based on the ability samoaktualizirovatsya, create, build effective communication.

The criteria for the effectiveness of teaching practice can be defined as follows:

- 1) The success of the trust units of educational activities due to social order and the modern labor market;
- 2) the quality of education, considered as the unity of the quality of environment, implementation and results of the educational process;
- 3) the readiness of the teaching staff to implement management decisions that ensure the quality of education, that is, achieving the set goals diagnostichno education on the basis of reflection;
- 4) the growth of professional competence of teachers.

That is a priority of the education system in this period remains the task of teaching practices to meet the needs of society and the individual needs of the individual in contemporary socio-economic conditions.

The main condition for achieving a new quality of modern pedagogical practices in education is a deep modernization of educational content and implementation of productive (developmental, competency, cognitive, reflexive) technology, as well as information and methodological support to the process of translation agencies in the standard textbooks and the new generation.

In this regard, the challenges facing every teacher:

- awareness of the pedagogical practices of new goals in connection with the new criteria and new forms of external, independent evaluation of the quality of education, the need to restructure its teaching methods and organizational performance, ie their individual teaching practices;
- the widespread use of modern educational technologies;
- a balanced combination \rightarrow tion of traditional and new methods of control knowledge.

Since the one of the activities accompanying the learning process is a scientific and methodical work, in his article, I would like to stay and the quality of scientific and methodological activities as a way of development of individual teaching practice teacher.

The main purpose of the organization of scientific and methodical work - creating an environment conducive to efficiency and quality of the educational process based on an integrated approach to improving teaching, content, organization and teaching methods.

Organization of scientific and methodological work in an educational institution should be directed to the task of forming a creative environment conducive to the development of teaching skills and professional development of teachers, and hence the development and establishment of new pedagogical practices.

Preferably carry out scientific and methodological work on the cathedral system. Uniform system of organization of scientific and methodological work on the cathedral system includes educational and methodological advice and subject groups.

In the scientific and methodological activities can identify several aspects. Strictly scientific and methodological work enables research, analysis and synthesis of best practices, to forecast trends in the development of certain educational practices, improve the content of education, development of new teaching methods and advanced technologies of the educational process. Educational-methodical aspect contributes to the improvement of teaching methods courses, methodological support of educational process, the introduction of scientific and methodological developments, improve teaching skills of teaching staff, and organizational and methodical - improving the management processes of methodical work.

In order to develop a quality assurance system of pedagogical practice following directions of scientific and methodical work are defined in the pedagogical process as leading:

- Analysis of quality scientific and methodological work and development of programs to improve it;
- The creation of teaching materials in accordance with modern requirements to the level of training;
- Improvement of curricula and programs;

- Development and implementation of quality assessment criteria of scientific and methodical work of teachers, as well as incentive systems methodical work of teachers;
- Analysis of the educational process of instructional literature, analysis of material-technical provision of the educational process;
- Research, compilation and dissemination of best practices organization of scientific and methodical work;
- The study and application of modern pedagogical and information technologies in educational process;
- Create a system raise the professional skills of young teachers;
- Organization of conferences, seminars and competitions on scientific and methodological work;
- Scientific and methodological research on topical issues;
- Monitoring, analyzing and assessing the quality of scientific and methodological work;
- Introduction of innovative methods in the educational process;
- Holding public lectures and workshops;
- Participation in workshops, master classes to enhance teaching skills, as well as competitions for scientific and methodical work.

To assess the quality of teaching practice the teacher can recommend a form of the plan - a diary, in which all of its activities expanded in several areas: scientific and methodical work, experimental - experimental, overtime - developing activities on the subject, skills, achieved high quality results, etc. . Another way of evaluating the quality of the pedagogical practices of teachers may serve as a portfolio folder (the expert). Portfolio allows the teacher to analyze the achievements and problems of individual teaching practice in a given period.

However, it should be understood that the evaluation of the quality of teacher pedagogical practice is not confined to the assessment of outcome with respect to a norm requirements. Evaluated not only the entire process control system to achieve results, but also how to determine the requirements for the result and the process of

designing ways to achieve them. Purpose of assessing the quality of teaching practice is not in the external control, can not achieve the required test results, or standard (quality is not equal to the standard), and in creating conditions for the improvement of educational systems.

Conclusion

Consequently, the main task of assessing the quality of teaching practice and, therefore, assess the quality of educational and methodological activities to accompany the learning process, contribute to improving the quality of education in educational institutions. At the same time, the quality management system of pedagogical practice measuring procedure no longer play a decisive role. Evaluation of the leading ways to become self-examination, self-examination (samoaudit) and external assessment (reflection, research, designing educational environment).

Thus, considering the pedagogical practices of educational institutions in the aspect of the problem of quality education, we conclude that the most important qualitative change in the activities of educational institutions with the introduction of the concept of "teaching practice" is to change the position of a teacher, he became an expert with respect to its activities and educational of students, of which he is the organizer; acquires the ability and experience acquired skills in the use of cognitive, reflective, research methods in development projects in the solution of educational problems.

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MOTIVATION AS THE BASES OF A FOREIGN LANGUAGE LEARNING

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This article is devoted to motivation as one of the most important notions in organizing the process of language learning in a technical institution of higher education. Much attention is paid to cultural awareness which is performed in Ivanovo State Power University through several extra programs of language learning, aimed at the development of communication skills – the bases of success in modern world.

Key words: motivation, experiential language learning, cultural awareness, intercultural communication, language personality.

It's not a secret for any instructor that it is much easier to teach a motivated student, who has his own idea of using his knowledge in practice. H. Douglas Brown

writes in his book “Teaching by Principles”: “One of the most complicated problems of second language learning and teaching has been defining and applying the construct of motivation in the classroom. On the one hand it is an easy catchword that gives teachers a simple answer to the mysteries of language learning. “Motivation is the difference,” I have heard people say, “between success and failure. If they are motivated, they’ll learn, and if not, they won’t.”[1] We think that it isn’t just a simplification. We can prove this statement using our own experience.

First of all, we must define motivation as a main notion of this article. In a number of different sources it is written that motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Teachers of technical institutions of higher education know that fact more than others. A foreign language is not a subject of a first priority at such schools but we do have to find some motives for the students!

We can find it in the concept of experiential language learning. According to Keeton and Tate, “in experiential learning, the learner is directly in touch with realities being studied. It is contrasted with learning in which the learner only reads about, or writes about, hears about, talks about these realities but never comes in contact with them as part of the learning process. ...It involves direct encounter with the phenomenon being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it.”[1]

Nowadays Russian and not only Russian students really have such a possibility to do something with their knowledge. Globalization is a key notion here. We can say many different positive and negative things about it, we may be for or against it, but we can do nothing with it. Globalization exists. People travel a lot and the students not only travel for pleasure, they earn money during their summer vacations.

One of the most important things, which is necessary for that, is a foreign language knowledge. That is why foreign language classes became different for students. Only several years ago foreign language was a subject that was not simply boring for a great number of students, it was also a nuisance for them because they

thought they wasted time which was rather valuable for them to prepare for their major classes. They had no motivation! The situation has changed gradually.

People, especially young, have a great desire to communicate because communication is a process in which people share information, ideas, and feelings. We do have many ways to get information today but there is nothing to compare with communication. Edgar H. Schein in his book "Career Dynamics: Matching Individual and Organizational Needs" once reported the results of a long-term study of MIT graduates. He says that "for these graduates talent, technical training, and graduation from prestigious school were not enough. To achieve a successful and fulfilling life, effectiveness in communication was one of the, if not the most important skill. In a study of communication ability and upward mobility, researchers found that persons with good communication skills were promoted more rapidly." [4] This statement remains of current importance and is widely applied in recent research works. Sandra Hybels and Richard L. Weaver II remark that "we engage in communication because it brings us success, gives us pleasure, helps us to change the way others act and behave, and aids us in maintaining and improving relationships." [3]

Of course, when we speak about language training we must not forget about teaching cultural awareness. Cultural differences are very important for communicating people from different countries. Each culture is formed under the influence of historically existing extra linguistic conditions, determining national character, mentality, language, non verbal and verbal ways of communication. So communication between people of different cultures is possible only within intercultural communication.

Intercultural communication or as Khaleeva I.I. says "intercultural interaction" takes place between communicating partners, who not only belong to different cultures but are aware of the fact that each of them is "different" [6].

To define the interconnection between language and culture some scientists introduce such notion as "language personality", which links differences between language and speech, culture and personality. That is why to use the language actively as means of communication it is not enough to know the meanings of words

and grammar rules, it is necessary to learn the world of a target language, namely, its culture, as deep as possible.

Ivanovo state Power University (ISPU) is one of the leading higher educational institutions that prepares specialists in power engineering. In spite of the fact that it is a technical institution, our students realized the necessity of learning foreign languages long ago. And this is not simply a fashionable trend, it is a requirement of time in the period of quickly developing technical progress world over. Students want not only to speak a foreign language, read and understand special literature in German, English or French but to join the culture of the developed European countries, enlarge their outlook and get the opportunity to earn money.

Nowadays there is a great necessity in power engineering specialists knowing foreign languages. In ISPU several extra English and German programs are aimed at satisfying interests and demands of students: original technical literature translation, communication skills in professional sphere, reading and discussion of foreign fiction. These programs are executed within the optional English or German course which has been taught at our department since 2001. Different means of education (video collections, audio books), interactive forms of classes (cases, role plays, conferences, round tables, discussions) are used. Much attention is paid to self-maintained students' work. However the main aim of classes is the development of communication skills, which can't be realized to a full extent during compulsory classes. After a lexical-grammar test and a final paper students get a certificate. This course has become practical of late: our students have an opportunity to rest and spend their summer holidays in Germany and the USA. The students visit these countries within the program "Work and Travel" (the USA) and the analogous program in Germany. They do there a great variety of things: communicating, sightseeing, working and resting. In this way the students begin to understand the meaning of the terms "language personality", "intercultural communication". Those who want to become professional interpreters may take an additional intensive course giving a qualification of an interpreter in the sphere of professional communication.

The results of this comprehensive work are clearly seen in the victories of our students in annual inter-institutional competitions in English and German. And we also organize conferences and contests at our University, where students from different regional educational institutions take part.

Foreign languages department of Ivanovo State Power University is rapidly developing, looking for new ways and opportunities to make the process of language learning more interesting and more useful; it introduces world culture capable to teach tolerance, ability to communicate with other nationalities, which finally gives them the chance to think widely, use the achievements of other cultures, giving wealth and prosperity to our own country.

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PROFESSIONAL FORMATION OF YOUNG SPECIALISTS

North-Eastern federal university named after M.K. Ammosov

In this article theoretical-methodological and conceptual approaches to the problem of professional development of young specialists in the educational environment.

Keywords: formation, personality development, professional formation, educational environment.

One of distinctive features of a public role of the teacher is that, living in the present, he forms the future. Transferring from generation to generation achievements of human culture, he in literal sense creates the personality. In it the humanistic and social sense of a pedagogical profession is concluded. And how the young specialist is prepared for this mission as there is his professional formation, the future of our society in many respects depends.

The analysis of process of professional formation of the beginning expert convinces that two periods of formation are distinctly appeared: postgraduate and period of final self-determination.

During the first period there is a peculiar check of correctness of the made choice, abilities, interests, values. Qualities of vocational training on a concrete workplace, in a real situation are at the same time checked. From the point of view of professional stability of the teacher it is very responsible period. Devotion of a profession depends, on the one hand, on quality of preparation and personal properties of the young man, and on the other hand, how people accept him and how administration, instructors, methodologists, teachers of system of professional development support.

In the second period the situation is authorized, when the young specialist himself passes the vital decision in favor of devotion of a profession or refusal of it.

Inclusion in professional and pedagogical activity is a new stage of formation of the former student. At the initial stage of formation the young man as teacher has a need for professional self-affirmation. It is expressed in aspiration of the beginning teacher to gain recognition and approval of the activity at the colleagues and students.

Some of them, who have felt the difficulties in this process, accuse higher education institution of bad readiness to practical work and certain teachers of university or institute. At the same time at the heart of the problems arising at the young specialist, distinctions between high school (educational) and labor life stages are lied.

Mainly theoretical training by which future teacher in higher education institution was occupied, was aimed at development of pedagogical regularities and the general principles of training and education. Meanwhile educational and educational situations which the beginning teacher since the beginning of professional activity faces have complex character. All arsenal of psychological-pedagogical knowledge is necessary for their decision.

At change of a leading kind of activity difficulties are inevitable. Their overcoming, demanding tension of forces, search and reflections, stimulates development of the identity of the young specialist, in particular such qualities, as independence and creative activity.

At a positive orientation on a profession the young teacher overcomes also many difficulties of vital self-determination much easier, or compensates them deep creative satisfaction which the chosen profession gives. Lack of prospect in the solution of problems of self-determination, adverse conditions of pedagogical activity, the conflict between professional and vital spheres negatively influence on a position of the young specialist, provoking to replace a work place. Long

preservation of difficulties on a new place increases a professional dissatisfaction and adjusts the young teacher on profession change.

Important making elements of professional formation of the young teacher (on V.G.Vershlovsky) are:

- "entry" into a profession, social and professional adaptation, compensation of missing knowledge, development of professional and pedagogical outlook, understanding of the civil rights and duties, social responsibility;

- formation of a family, a choice of the spouse, adjustment of the intra family relations, the solution of household and budgetary problems, establishment of the relations with parents in new quality, development of style of education of children;

- search in new collective of ways of satisfaction of leisure activity, liberation of free time, detection of interests, self-improvement [1,2].

Among the factors favoring to formation of public and valuable motives of the young teacher, we allocate: practical experience of pedagogical work; humanitarian orientation of informative interests; wide knowledge of specifics of work of the teacher.

At the same time, would be incorrect to represent process of "occurrence" into a profession as passive "acceptance" of new values and the purposes. This process is rather inconsistent, as always there is some discrepancy between the purpose and result. An indicator of successful adaptation is degree of satisfaction of the young teacher: a subject, the relations which developed between him and students, the contents and style of relationship in pedagogical collective, material living conditions, the budget of free time.

Apparently from the characteristic, this professional category needs a special approach from the point of view of professional adaptation. Feature of an approach consists in need of development and the offer of programs of adaptable and supporting character. It is important to consider and provide possible difficulties of the beginning teacher in the first years of work.

The analysis of systems of professional development in foreign countries (Germany, the USA, Switzerland) which showed that at all existing distinctions everywhere special attention is given to beginning teachers [3,5].

As an example for beginning teachers of the State of New Jersey of the USA higher educational institutions practise opening of the special service centers assisting in adaptation and professional formation.

It is the Beginning Teacher Induction Center (BTIC) center that in transfer literally means the center of the beginning teacher [4]. This center will organize series of seminars during the whole academic year, beginning teachers are supplied with printing materials. For them the telephone line on which it is possible to contact the adviser of the center works and to ask the most various questions. Within a year it is possible to invite the instructor from the center to lessons and together with him to work over the solution of private problems.

Relationship in the pedagogical collective sometimes having already developed formal and informal structures, the leaders, often, leads young teachers to isolation. The loyal, tolerant relation of skilled colleagues to the beginning teacher, his interaction with adherents is especially significant. Such contacts allow the young specialist not to refuse the ideas and plans, and to aspire to embody them in teaching and educational and scientific work.

The embodiment of plans of the young teacher promotes constructive support of those from skilled colleagues. The last can help the young partner in pedagogical work by council in improvement of process of pedagogical communication or the organization of teaching and educational work.

Practically all scientists note that fixed assets of development at beginning a labor way of professional activity, creativity, amateur performance studying and the analysis of experience of veterans of the pedagogical work, creatively working teachers, and also, intensive cooperation of the young specialist with the competent colleagues is especially significant.

We offer the following forms of interaction of young teachers with skilled teachers: collective faculty (meetings, reviews competitions, scientific and

practical conferences, lecture halls, «round tables»), group (problem seminars methodical councils and associations, councils of young teachers, «business games», creative associations), individual (creative workshops, mentoring, consultations, joint innovative projects, individual training).

After all in creative interaction with the colleagues who have passed a hard way of formation of pedagogical skill, real growth of professionalism of the young specialist is possible. Through supervision and the analysis of experience of skilled teachers the beginning teacher finds the mechanism of formation of the creative relation to business, ways of development of amateur performance of the teacher.

Thus, for professional self-determination of the young specialist surrounding his environment and positive moral and psychological climate in pedagogical collective has great value. Process of professional formation is characterized not only by the relation of the young teacher to the profession, but also degree of his emotional and personal involvement. This process, also is characterized by accumulation of experience of practical activities, skill acquisition.

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INTERDISCIPLINARY CONNECTIONS IN PRIMARY SCHOOL

North-Eastern Federal University after the name of M.K. Ammosov

The authors point to the importance of studying the theory of disciplinary connections at school for more effective realization of new standards of learning. The article deals with the role, functions of interdisciplinary connections and their influence on the quality of the educational process.

Keywords: education standard, interdisciplinary connections, universal education skills

Today, it is very important to understand and realize in practice the ideas and concepts of the federal state educational standard of primary education. The standard establishes requirements for the results: formation of meta-abilities, which include studying the development of generic learning activities to ensure mastery of key competencies, form the basis ability of learning and interdisciplinary concepts. An integrated approach to learning that is applicable when creating a new standard, offering an active use of knowledge gained in the study of one subject, the lessons in other subjects.

The problem of interdisciplinary connections is not new in teaching and methodical literature. Interdisciplinary communications play an important role in teaching any subject. They provide support, the foundation for the full perception and understanding of new knowledge, the skills and skill development.

The phenomena of integration in the educational process were studied by many scientists in all fields.

Primary education could be the first step in providing interdisciplinary integration as a basis for further deepening and development at the next stages of secondary school.

In the educational literature there are more than 30 definitions of the category of "interdisciplinary communication", there are a variety of approaches to educational assessment and different classifications.

One of the more complete definition belongs L.A.Dolgova "Intersubject communication is the category of pedagogical synthesizing, integrative relationships between objects, phenomena and processes of reality, as reflected in the content, forms and methods of the educational process and implementing the educational function in unity "[1, c.9].

Interdisciplinary communication are regarded as one of the ways of developing education that leads to the formation of qualitatively new structures in the learning pupil activities - interdisciplinary concepts and interdisciplinary skills. There is a need for complex forms - summarizing lessons, workshops, tours, conferences, with intersubject content. These forms require coordination among teachers, the study of educational programs related to interdisciplinary skills.

There are different classifications of interdisciplinary connections. VN Maximova offers three system of interdisciplinary connections: the information structure of the subject, the morphological structure of the learning activities, organizational - methodical elements of the learning process. Review of interdisciplinary connections in terms of the integrity of the learning process shows that they are functioning at a level three interrelated types of content - information, operational - activity-related, organizational - methodical [2, c.89].

M.N. Skatkin saw the role of concentric and knowledge systems to ensure interdisciplinary connections. «Concentric involves a deeper and more comprehensive coverage of the facts, based on the knowledge acquired by students on this and other academic subjects» [3]. So, it would be better to compare this construction programs not with concentric circles which lie in one plane, but with the movement upward spiral . Spiral is moving up the knowledge system to a large extent provided by multilateral relations of the facts, concepts, theories, ideas, and studied in different educational objects. The notion of a subject, on the one hand, narrower than the basics of science, because it includes only the basics of meeting the goals of

general education, on the other hand, is broader because it also contains pedagogical instruments of learning.

Thus, interdisciplinary communication - is particularly important factor in the formation of the content in the modern scientific integration. It is the structure of the subject, and the structure of the subject is one of objective sources of species diversity and function. It raises intercommunication systematizing knowledge and skills of students around shared objects of knowledge. Each school subject has an internal logic of the building, its structure, violation of which is in favor of a interdisciplinary connections can break inter concepts of subject knowledge, assimilation of ideas and related items.

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**TECHNICAL AUDIO-VISUAL APPLICATION IN THE EDUCATION OF
FUTURE TEACHERS OF PHYSICS**

North-Eastern Federal University after the name by M.K. Ammosov

The article proposes a technology for creating and using various video projects in physics lessons. The use of video projects in the educational process is seen as the formation of significant professional competence of future physics teachers.

Keywords: video applications, video editor, technical audio-visual presentation, educational results.

The project begins with the fact that the student gets acquainted with the basics of photography and video, views, plans, shooting, rules of composition, with the characteristics of the educational requirements for film and video applications. In preparing the video demonstrations, physical phenomena, which are reproduced in this experiment, carefully studied the literature and other sources, information is collected, which is processed in the form of educational video or movie.

We work in groups of 4-5 people, the roles (director, cinematographer, writer, designer, etc.) are distributed independently. It is a creative work: the students write scripts, pick up the necessary material, make a storyboard, the balance of subjects, choosing the right camera angle, and dispense information. Students are involved in the experiments themselves shoot footage with the camcorder. For admission to work with a video camera requires detailed preparation, directing operator's scenario of the future video applications.

The next step is assembling all the material and the public presentation of the finished product. Products of the students in practical classes are educational films. They are addressed to students of schools, but are intended primarily for the development of professional and pedagogical skills of future teachers of physics. The students learn to work with modern technology, scientific information, get acquainted with the method of presentation of information.

In the process of creating the final product the students should analyze technology operations of the future teacher of physics at the experiments, the explanation of the new material. This allows future teachers of physics to see ourselves from outside, and to adequately assess, to see their mistakes, correct them in time, to achieve expression of speech and gestures, the accuracy of action to penetrate deeper into the theory and methodology of teaching physics. Technical equipment of the most simple: a PC, digital camera, software for recording, processing, playback, video editors: MS Movie Maker, Macromedia Flash, Sony Vegas.

Pupils can be involved to the process of recording of joint projects. Students work with the pupils during the teaching practice on the topics projects and

dissertations, in the scenario. The department also runs a circle of "The history of physics experiments," where a student has the opportunity to continue working with the camera.

The advantages of creating and using video are preparing demonstration materials, demonstrating the application of macro close-ups of small objects of observation, the possibility of self-assembly training videos before the lessons in accordance with the requirements of the training program. Video applications are characterized by information saturation, a strong emotional impact on the audience. Applied technologies in the classroom are project-based learning, research method, and collective ways of learning. The idea of the activity, student-oriented, synergistic approaches uses when planning lessons and independent work of students.

This technology involves all levels of learning: reproduction (reproduce the order, the units of content, features); understanding (answer questions, retell, consciously give examples), the application of (doing, observing technology, algorithm); analysis (evaluate the result: what was planned?) synthesis (summarize what they have done), evaluation (evaluate the product, the result of activity).

The particular learning outcomes: integration of knowledge, skills and experience. The integrated result (knowledge + skills + experience activity) not be reduced to the sum of the components, it is formulated and manifested in the activities.

Thus, the video can be applied not only to create teaching materials, mastery of technical skills, but also for self-observation, introspection, to improve the teaching skills of students. The use of video in the learning process increases the motivation of the student, promotes the formation of cognitive, communication quality, professionally relevant competences of future teachers of physics.

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Stompel Georg

**FACULTY'S POSTGRADUATE EDUCATION AND MANAGEMENT
UNDER GLOBALIZATION**

Education Management University

Faculty's entrepreneurial-innovational and ennectent-generative assignment for the functioning of knowledge triangle, dire necessity for postgraduate education theory elaboration, framework standardization as well as management support for professional development of masters, PhDs, and higher doctorates representatives under changing conditions of regional and global integration are substantiated.

Key words: a faculty member (FM), postgraduate education (PE), framework standards, management accompaniment

The innovative model of society's development requires functioning of knowledge triangle (education – research - innovation) where the scientist plays the leading role. Underestimation of faculty's entrepreneurial-innovational and ennectent-generative assignment within the interaction of knowledge triangle components in an organization significantly depreciates strategic impact of innovations and science on the formation of knowledge society. That, combined with the belittlement of relevance of the 5th generation innovative process models according to R.Rothwell (continuing innovation, systems integration, comprehensive networking, flexible and customer-oriented response), induces accompanying deprofessionalisation of innovative activities.

The recently posted draft *Ukraine's Strategy of Innovative Development for 2010-2020 under Globalization Challenges* on the Verkhovna Rada web-site points out: "only one-third of all having higher research qualifications works in the scientific sphere. The loss of exactingness during scientific personnel certification and awarding of academic degrees and titles, the deflation of scholarship prestige and the inflation of academic titles leads to their becoming a queer object of

privatization”. It necessitates assessment of higher research qualifications in accordance with “the criteria and standards of the European scientific community” [3].

The standards and criteria for the coming decade are based on *Horizon 2020 – The Framework Programme for Research and Innovation (2014-2020)*. It sets out three strategic policy objectives: “raising and spreading the levels of excellence in the research base; tackling major societal challenges; and maximizing competitiveness impacts of research and innovation” [10]. The elaboration of singular standards for FMs (due to their better involvement) may facilitate the management of knowledge triangle functioning.

However the gained experience of faculty’s participation in the operation of business centres, industrial parks, technology towns, venture foundations under the Act of Law of Ukraine *On innovative activities* doesn’t help to increase the number of small and medium-sized enterprises. The number of companies implementing innovations is decreasing and now it is officially 12-14% of all enterprises. It is 3-4 times less than in the developed economies. The similar experience was gained in the implementation of the Act of Law *On introduction of Changes into some Legislative Acts of Russian Federation as for Establishment of Businesses by Government-funded Research and Educational Institutions for Practical Exploitation (Implementation) of Intellectual Rights Activities* (02.08.2009 № Ф3-217). It is suggested that positive assessment of higher educational institutions should take into account the number of faculty simultaneously working in the innovative companies as a criterion.

The recognition of the duplicate role of the faculty (*entrepreneurial-innovational and ennectent-generative*) is held back due to the underdevelopment of higher and PE (magisterial, doctoral and postdoctoral) theory even within the Bologna process. A FM generates some research with possible innovative ideas and technologies under the accelerating speed of regional and global integration. The faculty’s generative role may be supplemented with the orientation of students’ learning. That may be defined as ennectent assignment for the functioning of

knowledge triangle. If the entrepreneurial aspect for the discovered ideas or technology implementation comes to light, then the faculty's role in the knowledge triangle functioning is enhanced. Thus MF's performance is understood as entrepreneurial-innovational and ennetent-generative from the knowledge triangle perspective.

The roots of poor conceptual arrangement within the PE system are accounted for historically recent (the end of the 19th century) appearance of the educational theory and prevalence of the application of Philosophy of Education methods based on the eclectic mixture of idealism, neothomism, naturalism, marxism, pragmatism, behaviourism and existentialism within the influential principles of perennialism, progressivism, essentialism, critical pedagogy and democratic education [14].

The radical alternative at the beginning of the 21st century is put forward by A.Androushchenko and V.Loutaj to consider Philosophy as theory and methodology for educational development (arch philosophical approach). Nevertheless "the prevailing image of educational theory remains that of something that informs practice without itself being a form of practice, as something that releases educational practice from its dependence on contingent norms and constraints without itself being dependent on contingent norms and constraints, as something that can infuse educational practice with the rationality it so patently lacks" [9, p.11].

Unfortunately seldom attempts to conceptualize research results in higher and PE remain incomplete. The postgraduate training and education is not properly biased towards strategic priorities of research and innovation for knowledge society. In addition PE in Ukraine and other former Soviet republics is theoretically perceived and named differently due to "methodological nationalism" [12]. It is mostly oriented at the development of professionalism of all those who work. The dividing line between professions and occupations is not drawn. That equates in the long run professionalism and professionalism with occupational training. In contrast to post-Soviet interpretation of PE as commencing with the initiation of employment life, within the European Higher Education Area (EHEA) and many other countries the

PE starts after the bachelor's degree is awarded and continues lifelong and lifewide along the trajectories suggested by National Qualifications Frameworks.

Thus the globalised understanding of PE envisages magisterial, doctoral and postdoctoral education including postgraduate non-degree training. The PE theory suffers greatly from its intersection with principles of higher education [7; 8 et al.]. They are directly and bluntly applied ignoring pragmatic orientation of PE towards burning issues of the survival of humankind in the 21st century. This approach is named by R.Shahjhan "highereducationism" [12].

The professional activities of masters, PhDs and representatives of higher doctorates differ depending on the posts occupied and sector of economic or any other sphere it is applied to. The success of knowledge triangle (research - education - innovation) functioning for knowledge-based economy and society, especially at its information-communicative technology stage, relies on scientists and scholars because they mainly produce new original ideas and technologies. The faculty, represented with masters, PhDs and representatives of higher doctorates, embraces a wider spectrum of responsibilities than scientists and scholars. The underestimation of that breadth makes civil society and governments overlook the potential of more gifted FMs in making functioning of knowledge triangle successful. The entrepreneurial orientation of PE for FMs might have lead to more efficient and effective innovative activities under the growing pace of global integration, if the knowledge triangle functioning would be explored within the theory of PE.

In spite of all its shades and nuances the professional activities of FMs is primarily educational and research [1; 2 et al.]. It is reflected in Ukrainian legislation. The qualifications of FMs correspond to the 7-8th levels of the International Standard Classification of Education (ISCE-2011), revised at the 36th UNESCO General Assembly session in 2011 (Paris), as well as to the second and third cycles of the EHEA. According to the International Labour Organization Classification of Occupations of 2008 the MFs are qualified for professionals and managers. Any professional may advance in its career to the position of a manager.

As a professional the FM increases the available knowledge, applies concepts and theories, systematically teaches or combines any of these activities. The FM as a manager develops organization's policy, establishes standards, distributes resources and bears responsibility for professional development of the personnel and so on. The invariant content of the FMs professional activities is mirrored in ISCE-2011, Framework Qualifications for the EHEA, European Qualifications Framework for lifelong learning [11] and respective national documents for the qualifications system. All of these give ground for the elaboration of the FMs standards.

The Tentative Framework Standards for the FMs alongside with the Experimental Standards of FMs' Professional Development are being tested in Ukraine. The former foresee 5 provisions for masters, 8 for PhDs and 9 for higher doctorates. The latter comprise 7 indicators and 3 levels of their attainment by masters, doctors and postdoctors. Both types of standards are interrelated and need approval by professional associations after testing and some improvement.

The Standards' application incurs some risks and poses some challenges. The excessive exploitation and subjective interpretation of the provisions in the Standards may provoke some bureaucratization resulting in elimination of faculty's entrepreneurial-innovational and ennectent-generative assignment for the functioning of knowledge triangle. Another risk is in the application of the Performance Professional Development Standards. The holistic outcomes of the faculty's research and educational activities may be reduced to some of its products and services.

The Standards' application requires respond to the challenge of violation of professional autonomy and identity. The introduction of Standards is needful of collective defence from the imbalance of centralization and decentralization of governance in the system of higher and PE as well as that of management within an educational organization. Pityingly enough, authoritarian leadership is widespread on the post-Soviet terrains and professional associations are customarily non- extant. The striving for adhocracy with its changeability as "the most characteristic feature" [13, p.10] may assist in implementation of democratic rule in the progression towards knowledge society.

The exploitation of conceptual schemata (according to D. Davidson's vision) for management support in the accompaniment format of FMs' professional development takes into account ambiguity of the postgraduate reality and its reflection in human conscienceness (mindset) when theory is a guidance for practice that determines it. As experimental testing shows and the PE theory evidence the most comprehensive schemata constitute analytical-rational that provides for systemity, humanistic-subjective that opens prospects for progressive personal professional development and self-growth, as well as socially-oriented that puts forward collective well-being, and complementary that combines essential things approaches.

The distinctive features of management support characterize the application of the conceptual schemata:

- exploitation of management techniques simultaneously with some mechanisms of administrative regulation (analytical-rational scheme);
- encouragement of individualism and reliance on administrative team leaders' support (humanistic-subjective scheme);
- focus on leadership and governance, search for business partners and formation of knowledge and innovation communities (complementary scheme) [4; 5; 6 et al.].

The management accompaniment within an educational organization facilitates faculty's entrepreneurial-innovational and ennectent-generative assignment for the functioning of knowledge triangle. These functions of FMs complement the leading role of scientists and scholars in the interaction of research, education and innovation. The invariant content of professionalism acquisition and development of professionalism constituting the Faculty Standards may play its global integration part in the second decade of the 21st century.

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**PEDAGOGICAL GUIDING IN THE SYSTEM OF ADDITIONAL
EDUCATION**

North-Eastern Federal University by M.K. Ammosov

Summary: the article contains a generalization of a problem of pedagogical guiding of developing the personality within a system of additional education, shows conceptual bases of the additional education, its goals and principal ideas. There the common personality qualities of youth are considered that must be developed for their successful future.

Keywords: pedagogical guiding, additional education, self-perfectionism.

The relevance of our research lies in the idea that the pedagogical guiding of a person is particularly important at in a period of reorientation of values in the society, having a significant effect on the formation of the social experience of students.

In the system of additional education there is more opportunities for developmental education, it takes into account the individual interests of the students and provides a variety of types and forms of activity. Additional education offers the

conditions for personal development of the youth, interdependent intellectual development and activity [1].

The pedagogical guiding of students in the system of additional education is carried out on complex, integrated, variable, practice-oriented programmes [2]. This process involves the development of motivating young people to the knowledge and creativity, promotion of personal and professional self-determination of students and their adaptation to life in society, introduction to healthy lifestyle, which realises the action of social, recreational and leisure functions of free time to greatest benefit. From the point of view of humanistic theories the personal development of a man realizes like the formation of a special form of integrity including the four forms of subjectivity: the subject of the vital relationship to the world, the subject object relationship, the subject of communication, the subject of self-awareness [3, pp. 39].

The conceptual ideas of further education of the students, realisation of which contributes the formation of personal qualities of the youth are – freedom of choice of kinds and areas of activity, focus on personal interests and needs, the ability to self-determination and self-realization, “practice-activity” foundation of the educational process, the integrity of the training, education and development [4].

The practical realization of pedagogical guiding through the activity of the student club "Youth" has revealed that it consists of several steps: the problem of joint detection, identification of the opportunities that are actually (or potentially) exist in the student, designing of activities which help to overcome the problem of available methods (relying on strong side), the development of those features that can be realistically developed (relying on the potential). The council of the club created a number of students from different faculties. This showed the interest of students in its operation, as a condition of their involvement in University life and leisure to good use. As a result of conversations with them, some urgent problems were found out. One important issue addressed to promotion of healthy lifestyles, which began to solve with the activities of the club. The major moments in the classroom of the club were: 1. pleasant and useful pastime; 2. the knowledge and skills needed in everyday life; 3. the formation of habits of healthy lifestyles.

We have developed the criteria for breeding, according to which we could judge the development of youth and the effectiveness of our organizational and pedagogical conditions. As a result of the survey to identify the education of students and the test for determination of value orientations, we built the dynamics of the breeding of students (Table 1).

Table 1.

Dynamics of the education of youth at the beginning and end of study

The name of the criterion	The name of the criterion of comparative dynamics of breeding	
	The beginning of research studies	The end of research studies
Responsibility In particular, self-sequence, will, self-improvement, activity, creativity, initiative, optimism.	Specificity of neutrality, lack of development of a sense of collectivism, duty, inertia, replacement of one difficulties with the difficulties of other kinds, self-understanding as a necessary means of self-improvement.	Desire for activity forming the basis of the subject, responsibility for his behavior, the qualitative expression of activity, increased interest in collective affairs, making decisions and implement them in everyday life, persistence in achieving their goals, participation in creative work.

Thus, we can observe a qualitative manifestation of these symptoms, that became the assessment of the work. In the system of additional education pedagogical guiding is considered as a set of consistent educational activities that provide assistance to students in the admission to the social experience, the knowledge and the formation of an adequate image of the real 'I', the correct

determination of the individual's place in life and socializing in general. Thus, pedagogical support is targeted by young people in their successful solution of these problems, while reducing the psychosomatic health of underdevelopment of children, as well as reducing their motivation of learning.

The process of pedagogical guiding has got the cognitive and notional value, indicating the dependence of this process from the social environment, the complex inner world, as well as educational and social factors of guided person. Since a man and his benefits stand as the main subject of pedagogical guiding, so the aim of the guiding is to help a guided person in understanding of its nature, its place and purpose in the world.

So, we make the following conclusions:

- The process of guiding requires the active cooperation of students with the teacher for further research and solution of their own problems of development;
- Pedagogical guiding precedes the creation of those features that can be effectively developed;
- Pedagogical guiding enables the creation of adequate conditions for the upbringing and development of the students;
- Pedagogical guiding helps in practical realization of life choices situations.

In this case we rely on the statement that person through himself, through an appeal to his inner world is trying to understand the world around him, and how the cognizer is active in the social cognition of reality, and actively involved in various spheres of human life.

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**INDEPENDENT WORK AS THE FORM OF PERFECTION OF LANGUAGE
PREPARATION OF STUDENTS OF THE INSTITUTE OF PHYSICAL
TRAINING AND SPORTS**

North-Eastern federal university named after M.K. Ammosov

Annotation: The need for the master of foreign language professional vocabulary by the students through the lecture –room and independent work is considered. All components of the professional making of future teachers of physical culture and sport in the process of studying the foreign language are examined. The results of the tests on quality control of knowledge of the foreign language professional vocabulary are presented

Key-words: independent work, professional making, teacher of physical culture and sport, professional vocabulary, the foreign language speech.

In the course of independent work on perfection of professional speech preparation of students speaking another language their informative activity becomes more active, the intuition is developed, allowing to solve professional problems, and also professionally important qualities of the future expert in physical training and sports are formed.

Subject of consideration of given article is only one aspect of independent work of the student at learning of the foreign language, namely – work on mastering by foreign lexicon. Students are regularly trained in thoughtful analytical work on a word speaking another language which appears at them not as isolated unit, and as a structural element of the lexical system speaking another language focused on speech use. [1, c119] The professional lexicon in the course of independent

preparation leads to perfection of such necessary qualities in professional work, as: persistence, independence, initiative, aspiration to a victory.

Developing the maintenance of professional formation of the future teachers of physical training and sports and trainers in the course of learning of a foreign language, we have provided necessity of development of professional lexicon by students through class and independent work. At the first type of independent work the statement of the purpose and planning can be carried out only by means of the teacher that usually takes place for students of the first courses at acquaintance to the future speciality:

Students are obliged to write out from texts terms on a speciality, to find definitions with the consultation of the teacher conducting special disciplines.

The following type of independent activity provides teamwork with the teacher only at purpose statement, and planning and its performance are carried out independently and concern that kind of activity at which students should find in the explanatory dictionary definition for professional lexicon, make multicomponent word combinations and pick up a cliché, applicable in oral and written business language, and then translate into a foreign language and constantly use them on a practical training in Russian and foreign languages. For awakening of educational interest to learning of a foreign language in the course of through designing and revival of seminar employment it is possible to offer the following kind of work with some game moments: Students are shared on steams, and at a board, in advance having discussed with each other the sense of terms offered to discussion or terminological word combinations, serially say definition to the term, without naming the term in a foreign language if it is a question of practical employment on a foreign language, the group tries to guess, the second partner in case of difficulty comes to the rescue of group and results other, more corresponding or clear interpretation of the discussed term.

Using the following type of independent work, the task only is called by the teacher, and purpose statement, planning and execution are carried out independently. After studying of the next theme, for example, from physical training and sports

history in a foreign language, we have offered students, using the received knowledge to prepare the short message. At the given type of work the role of the teacher is reduced only to a designation of the task and «an outline basting» for execution which will help students not only to use all potential which has been saved up during training at institute, but also to feel the importance in educational process.

And last type — independent work under own initiative when the student independently defines the work maintenance, its purpose, planning and execution. The role of the teacher at such organization of independent work is reduced only to finishing to data of students of the information on possibility of participation in the Olympic Games, scientific student's conference.

Students have a positive spirit on studying and perfection of knowledge in humanitarian subjects that is shown in desire of additional employment on a foreign language. In each kind of independent work informative (theoretical and practical) problem is accurately formulated. It, on the one hand, acts in informative activity of the student by the basis for regulation by own informative or practical actions according to the realized purpose of forthcoming performance of independent work, with another – allows the teacher to find out in time an obstacle insuperable to the student and by that purposefully to operate individual knowledge trained at achievement of the purpose of activity. [2, c.12]. The teacher, knowing the level of preparation of each student, defines on complexity degree the concrete task for everyone, regularly supervising him.

As the finishing moment at each stage of this kind of educational activity of students so-called protection of abstracts under the executed task in the end of last semester on total seminar employment can serve. The writing of the total abstract acts as a culmination point in preparation of the student. The student should show ability to synthesize the knowledge received in audience or out of it, to formulate and independently to investigate the selected theme. [3, c.95]

The organization of educational process as purposeful system of interaction of the teacher and student is directed on formation of skills of intercultural communications, development of informative activity in sphere of development of

professional lexicon speaking another language. Skills of independent work in the information search, generated at learning of foreign language, can be easily transferred to speech activity in a native language that appears very important for mastering by professional knowledge. [4, c.143] The positive result of the organization of educational process of this kind is perfection of all components of professional formation of the future teachers of physical training and sports in the course of learning of foreign language.

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Golubeva S.L.

**THE IMPORTANCE OF REFLECTIVE WRITING IN CONSCIOUS-RAISED
LANGUAGE LEARNING**

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This article is targeted at helping students become better readers and writers. It represents activities that can be adapted to any level of students and to any topic studied in the course. These activities can be used in the beginning of the course to recollect lexical units, in the middle of the course to develop vocabulary or in the end to summarize and evaluate studied material.

Key words: reflective writing, comprehension, poetry, syllable, pattern, learning, memorizing, responding, critical thinking.

Introduction

Although most teachers of English agree that students learn to write by writing, there are probably as many effective course designs as there are good instructors. A student's attitude toward writing can affect both motivation and performance. He or she must feel comfortable enough to write freely and to learn instead of trying to hide errors by writing as little as possible. Since basic writing students may bring to the classroom negative attitudes about English class and about their own abilities, the teacher may need to fight the "I can't write" attitude by helping students see that their reluctance is the cause of many writing problems rather than the result of them. The instructor's attitude and expectations are key factors in student learning. The first weeks of any basic writing course can make or break student attitude and, thus, affect student progress. Reflective writing is usually a good idea that can effectively involve students.

Reflective writing requires readers to view information from new perspectives, a major factor in developing comprehension. Teachers suggest perspectives to students when they invite them to look for particular information, provide graphic organizers, study guides, or worksheets, or ask questions that test understanding or provoke discussion.

Learning involves more than memorizing and repeating facts. It involves relating information to what is already known, as well as evaluating, questioning, comparing it to other information, responding and reacting. Providing students with strategies for organizing information is one way to help deepen their understanding. Encouraging them to think critically about information is another —and reflective writing provides a useful tool for doing so.

If readers are placed in a situation that requires them to view the text from a new perspective, they will come to understand it in a new way. For example, readers usually view a story from the perspective of one of the characters, most often the protagonist. If asked to retell the story, they will likely do so from this character's

perspective. However, asking them to retell it from the perspective of another character will encourage them to view the events in a different way so that they will come to new understandings.

The new forms may include letter-writing, poetry, newspaper articles, journals, etc. Whether dealing with fiction or non-fiction, viewing material from new perspectives and presenting it in different forms requires students to reconsider and reorganize information, leading to deeper understandings.

POEMS

Because of the forms in which poetry is organized and the metaphoric nature of poetic language, writing poetry can generate understandings not possible through other activities. Poetry requires writers to condense ideas into as few words as possible, thereby compelling them to focus on the most important messages. This can focus students on issues and feelings and help them capture the essence of a topic of study.

In any class, when students are asked to write a poem, they are faced with many decisions: What will I write about? What form will my poem take? What words will I use? What message do I want to convey? Should I use rhyme? Faced with all these decisions, students may be overwhelmed to the point where they become frustrated and give up.

Providing a form supports students' writing by reducing the number of decisions they must make, allowing them to concentrate on decisions about topic and message.

It's worth noting that providing a form doesn't mean setting out a list of rules for writing a particular kind of poem. Doing this will focus their attention on following the rules rather than on the content of their poem. However, helping develop their awareness of various poetic forms through class and group activities will enable them to produce poems on their own using these forms as a guide. Various forms can be introduced by reading examples to the students and writing poems as a group.

Several forms are particularly useful for introducing poetry in content classrooms. It's best to begin with a poem that has a clear, uncomplicated pattern. A

patterned book that is actually a poem, such as *Brown Bear, Brown Bear* by Bill Martin Jr., makes an excellent format for young students. Because the rhyme

(__, __, what do you see? I see a __ looking at me) is embedded in the pattern, the children need not be concerned with finding rhyming words.

Example:

Santa, Santa, what do you see?

I see a Christmas tree standing near me.

Christmas tree, Christmas tree what do you see?

I see a lot of children looking at me.

COUPLETS

Couplets, two-line poems in which the last words of each line rhyme, can be used with young children as well as older students.

Examples:

To me it's such a beautiful **sight!**

Butterflies so fluttery and **bright!**

Wherever you find "the cooling western **breeze,**"

In the next line, it "whispers through the **trees;**" /Alexander Pope/

With older students, forms such as cinquains, diamante and even haiku can be used in addition to patterns.

Whether youngsters or older students are involved, they can't be introduced poetry-writing until they are used to brainstorming as a group. Moreover, many students have negative feelings about poems and writing poetry. They think that poems are always about nature or romance, and that they are hard to write. To avoid these negative feelings, it's better to introduce this activity by telling students that we're going to write something together.

CINQUAINS

Cinquains are five-line, non-rhyming poems with a simple structure. While the rhythm pattern can be complex, involving a specified number of syllables on each line, it's better to begin with a simpler pattern that's easier for students to follow:

— Line 1: A noun that is the topic of the cinquain.

- Line 2: Two adjectives that describe the topic.
- Line 3: Three "-ing" words related to the topic.
- Line 4: A phrase related to the topic.
- Line 5: A synonym for the topic.

Although the first line is usually a single word, it can be two words that express a single concept, such as Christmas tree, hot dog, still life or patterned poem. The two adjectives in the second line are suggested by the topic and help establish a particular message or theme. The three "doing" words in the third line also relate to the topic and build on the theme. Line four is three- to six-word phrase, not a sentence. This may be the most difficult element for students to understand, but the demonstration usually clarifies what a phrase is. The phrase may describe or portray an action, feeling, desire or reaction.

While the final line is described as a synonym for the topic, this is not completely accurate. For example, a synonym for "desert" could be "sand," but line five might also say "camel," "oasis," "mirage" and "nomad." Strictly speaking, these words are not synonyms for "car" but, for any individual, they may sum up the idea of a car.

These cinquains were written by first year university students on the topic ‘Arts’

Exhibition

Worldwide, Prestigious

Preparing, Visiting, Provoking

Extremely Valuable

Collection

Self-Portrait

Memorable, Talented

Saying, Showing, Honouring

Worth a Fortune

Masterpiece

Cinquains can be introduced as a whole-class activity that involves actually writing a poem. Students begin by brainstorming a list of possible topics related to the material they're studying. All their suggestions are written on the chalkboard, then discussed and voted to determine which one they'll write about. Next they brainstorm to come up with adjectives and "-ing" words related to the selected topic.

Brainstorming provides students with a variety of possibilities for their texts, relieving the pressure of generating a poem out of thin air. However, it's also important to provide students with the opportunity to generate their own text, the reason they're provided with the option of using their own adjectives. Brainstorming the list activates students' thinking, but it isn't intended to constrain their writing.

The same procedures are used to brainstorm and select phrases and the final synonym. It may be necessary to explain what acceptable synonyms might include so that students understand how broadly the term is used.

Once the process is complete, students write a kind of poem called a cinquain. Then they (only volunteers) are invited to share their own poems. Although all the poems are on the same topic, each has a different message expressed in the students' individual wording choices. Then students can choose partners and write another cinquain on a related topic in pairs or small groups. This gives them an opportunity to view the material through others' eyes, thereby coming to a new understanding.

HOKKU

Typically, a hokku (haiku) is 17 syllables in length, composed of three metrical units of 5, 7 and 5 syllables respectively. The actual number of syllables is not very important. Like all of the other stanzas, a Japanese hokku is traditionally written in a single vertical line. This hokku was written by a sixth grader on the topic 'Hobbies'.

Gardening is such a beautiful hobby!

It's sunny or rainy, cloudy or windy.

Wonderful flowers blossom so brightly!

Hokku can be introduced using the procedures suggested for cinquains or by giving groups samples of each form and asking them to define how they are alike and how they are different.

Conclusion

The reflective writing strategies engage students in the kinds of thinking that will produce maximum learning. Once they become accustomed to thinking about informational material in this way, they will begin to view it as a normal part of reading. In short, the suggested activities will help them become independent readers, writers and thinkers.

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DEVELOPMENT OF STUDENTS METATHINKING

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The possibilities of metathinking development in the context of students' metakompetence in experimental learning with the use of cross-technology are considered. Metathinking effectiveness data on the example of students specialized in applied informatics in economics is introduced"

Keywords: metathinking, metakompetence, reflexion, cross-technology.

The relevance of the work is shown in the famous phrases: "the era of the Information Society", "relentless competition" "in order not to be out of progress,

“success-seeking”. This semantic context determines the position and the main sources of personal and professional activity of graduate students.

It is thinking, that plays a crucial role in the ability to adapt to constantly changing environment, to gain information, analyze it and make better decisions. When a person thinks that there is no escape, a special type of thinking allows him to look at the personal and professional situation "from the side," to analyze his activities, actions and his own way of thinking. In such situations people "think about their own thinking". In other words they use metathinking actively. The sooner the future professional develops metathinking, the better his future professional activities will be. The new generation of graduates is designed to solve problems that will arise in the future. With such a high level of uncertainty the ability to change their mindset in order to solve personal and professional problems is especially important.

This article presents data on the development of students' metathinking criteria when using cross-training technologies in experimental learning.

In Russia, the prefix meta - means something directed at itself (inter-directed). Using linguistic analysis we can conclude that metathinking is thinking directed at thinking.

Generally in psychology metaprocesses are "second order" processes in relation to the traditional mental processes (primary processes). Metaprocess are divided into metacognitive and metaregulative [1].

According to A.V. Karpov, "metacognitive processes are differentiated in the structure of psyche not with respect of their greater complexity, but of their focus and subject (" Materials ") [2. p. 89]. One can understand the nature of metacognitive processes only analyzing them in the system, where they are formed and function. Such system is a psychological system of activity [3]. "In this system metacognitive processes are disclosed in their basic (ie regulatory) function, in their natural and multivariate form. They are thus implemented as the integrative processes of regulation of activity and behavior "[2. p. 90]. M.A. Holodnaya marks specific cognitive styles in the structure of metathinking [5].

In the general sense, metathinking is a person's ability to learn, analyze and modify their own way of thinking. That means that metathinking has two main functions: cognitive (the ability to learn and analyze your own thinking) and regulatory (the ability to change your own style of thinking suitable to solve the problem situation). Many researchers emphasize the possibility of purposeful development of metacognitive abilities. In particular, B. Campione thinks that in any type of training it is necessary to develop students' metacognitive strategies to organize and enrich their cognitive experience [4].

Among the most popular programs of purposeful formation of metacognitive strategies the approach proposed by Dirks K. is well-known. It includes educational program «Knowledge Wave», developed by the school of "constructive learning", "reflexive assistant" program and so-called "hierarchical approach" [6]. Our country is actively developing technologies that are associated with the "fifth way of technology," in particular, humanitarian technology of Situation Technology Center. Cross-sensory and cross-technology are synonymous and the next version of the "humanitarian situation center technology" developed by the inter-regional and international scientific team headed by Prof. V. Filimonov (Omsk) [7].

According to developers the psychological meaning of cross-technology is in gradual development of reflexive abilities. The similarity of the cross-technology and other active learning methods is based on the principle of enhancing mental performance of students as a subject of their own learning. Cross-technology features constitute purposeful interaction, "crossing" of different systems: a) different senses: sight, hearing, kinesthetics b) left and right hemispheres (rational and irrational aspects), c) members of the group (team): students, experts, trainers, d) disciplines: mathematics, computer science, physics, linguistics, psychology, e) cultural patterns (templates) [7]. These features of the technology help students to develop interdisciplinary links in their learning and to form metathinking personality as a whole.

In 2011-2012 in Vladivostok State University of Economics and Services an experimental study with the use of cross-technology among students specialized in "Applied Informatics (in Economics)" (group of PE-08-01). was conducted.

Index of reflection was selected as an indicator of metathinking. Reflexivity was justified as a criterion of metacompetency and metathinking. Metathinking is a part of the metakompetensy. Mental reflexivity as individual's psychological attribute is a metathinking instrument. Metathinking, metacompetency and reflexivity selfdetermine each other. The technique "Diagnosis of the level of reflexivity" offered by A. Karpov was used for diagnostic. Diagnostic of test sample reflexivity indicators was carried out twice: before and after a pilot study using cross-technology. Results analysis showed the difference in average level of reflection before and after the experimental training (4.5 against 4.917 respectively).

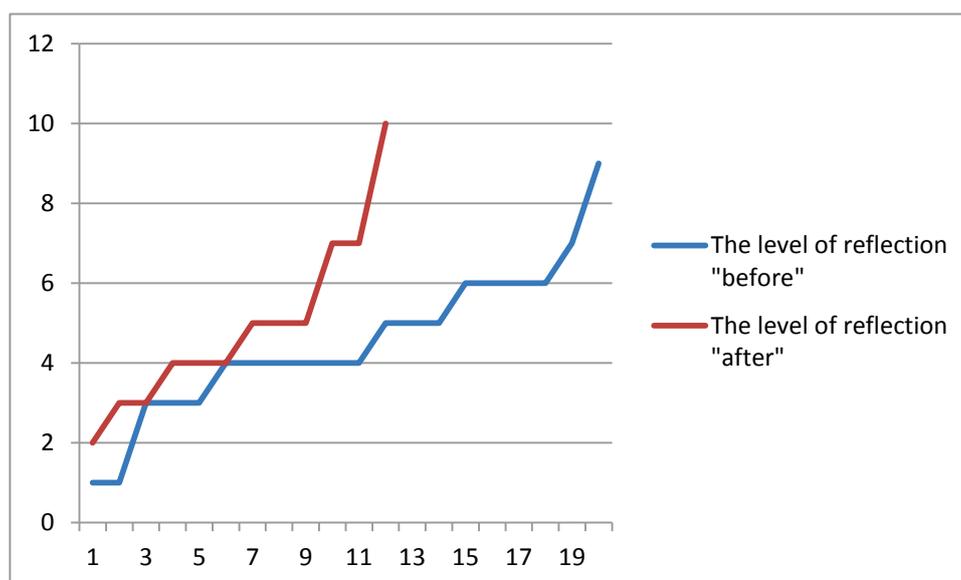


Figure 1. Indexes of reflection levels before and after special training in the experimental sample.

The trend of rising of students reflexivity levels after the pilot study using cross-technology proved to be steady (Fig. 1). Analysis of the individual dynamics of reflection showed that the percentage of students with high and medium levels of reflection development increased and, respectively, with the average declined. However, estimation of reliability of differences between the percentages of two samples, in which a high level of reflexivity with φ^* - Fisher's angular

transformation was registered did not confirm the significance of differences. The calculations showed that $\varphi^* = 1.632$ EMF corresponds to a significance level $p = 0,052$

$$\varphi^*_{cr} = 1.64, \text{ with } p \leq 0,05. \varphi^*_{cr} = 2.31, \text{ with } p \leq 0,01.$$

$$\text{EMF } \varphi^* < \varphi^*_{cr}$$

The deduced empirical value of φ^* is in the area of insignificance: the proportion of persons having shown a high level of reflexivity in the experimental sample after training was not higher than in the experimental group.

It should be noted that obtained differences could depend on several factors: during the second diagnostic procedure some students were absent from the experimental group, while the number of students in primary diagnosis was significantly greater. However, analysis of reflexivity development in the experimental group "before" and "after" special training using cross-technology has shown steady growth of students' reflexivity level indicators. That confirms the effectiveness of cross-technology as a factor in the development of metakompetensy in professional education.

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INNOVATIONS PROMPTING EXTENSIVE READING (ON THE MATERIAL OF W.S. MAUGHAM'S NOVEL "CAKES AND ALE")

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The article touches upon the problem of making lessons on home-reading for advanced students more interesting with the help of modern technologies.

Key-words: extensive reading, advanced learners, literary opinions, the concept of beauty.

Advanced learners cannot do without extensive reading. Extensive reading enriches one's vocabulary, deepens the knowledge of the studied foreign language and widens the horizons of the learners. When students take up reading books in the original, they have to overcome a lot of obstacles. What are these obstacles? First of all, a lot of new words the meaning of which is hard to guess while reading. The teacher can diminish these difficulties by giving some of words in advance of reading the chapter. Another obstacle is an avalanche of literary names unknown to students. They are bewildered by it, feel inadequate and, more of it, they cannot look up the names of the authors, the titles of the paintings, the names of the painters themselves in the ordinary dictionaries. It seems disconcerting to them and they soon give up reading the book in the original. They are displeased with themselves, the teacher and the concept of extensive reading itself. How can innovations help them nowadays? By clicking the mouse of their PC they can enrich their knowledge in general and optimize their attitude to extensive reading.

“Cakes and Ale or the Skeleton in the Cupboard” is a good example of such a book that bewilders even advanced students at first and brings them a lot of joy of achievement later.

If we begin with the title “Cakes and Ale”, by clicking the mouse we may find out that the title goes back to the remark of Sir Toby Belch to Malvolio from “Twelfth Night” by Shakespeare meaning the good things in life. The Quote is “Dost thou think because thou art virtuous there shall be no more cakes and ale?” Knowing this helps students to get interested in the book.

The plot of the story is fictitious, but seemed true to life to Maugham’s contemporaries. W.S. Maugham tried to dissuade the general public that he had described the two writers: one of them as Edward Drifffield was Thomas Hardy that was already dead at that time and Hugh Walpole as Alroy Kear, a prolific writer of a younger generation to Thomas Hardy, but completely unknown to us now.

In “Author’s Preface” to the novel “Cakes and Ale” W.S. Maugham said that Alroy Kear was a composite image, he even wrote a letter to Hugh Walpole trying to convince him of it, but later after Hugh Walpole’s death W.S. Maugham admitted he had described Hugh Walpole in the image of a social climber and mediocre novelist Alroy Kear.

The plot of the story is easy to grasp for advanced students, as the character of Rosie Gann(Drifffield, Iggulden, Kemp) dominates the novel and the image of Edward Drifffield plays a second fiddle to it though making an unforgettable impression on the readers.

The issue under study in our article is the description of the literary world, the world of art, creativity, mediocrity and literary memory. These chapters and passages are intended to be analysed. These parts of the book may seem unnecessary and distracting to the ordinary reader, but they make the essence of the story and the teacher’s task is to draw the attention of the students to it. These passages make the story seem more profound and make us consider the plot to be irrelevant to the book itself, but those passages about the role of art and literature become the main parts of the book despite W.S. Maugham’s seemingly nonchalant and ironic attitude to it.

In the first pages of the book W.S. Maugham mentions a lot of English and foreign writers trying to irritate the general public by expressing, sometimes shocking opinions of the well-known writers and their books.

Using the discourse of his main characters Maugham expresses disparaging opinions of the writers still considered the foundation of English literature. About George Meredith he says 'he has gone to pot', he calls Carlyle 'a pretentious windbag', but he changed opinion for the better about Newman, considered Goethe's "Wilhelm Meister" a masterpiece, he had a high opinion of Fielding's "Amelia", "Vanity Fair" by W.M. Thackeray, "Madame Bovary" (1857) by Gustave Flaubert, "La Chartreuse de Parma" by Stendahl. He also favourably mentions Wordsworth, Keats and Verlaine. W.S. Maugham adds, "... what I honestly and instinctively liked then has stood the test of the time with me and with critical opinion in general."

In this chapter W.S. Maugham expresses his opinion of the literature that influenced him most. In chapter 11 he speaks about the role of the writer, the mystery of popularity and the attraction of beauty. He wants to express his disagreement with the popular opinion that the public success cannot be the measure of the writer's talent. He says, "The critics can force the world to pay attention to a very indifferent writer, but ... no writer can hold the public so long without considerable gifts. ... It may be that posterity will scrap all the best sellers of our day, but it is among them that it must choose." W.S. Maugham compares the prose of the fictitious writer Edward Drifffield with the "noble prose of Jeremy Taylor, by that reverence and piety, by all those sentiments ... It was in itself a thing of beauty." Here we may think that Maugham's opinion coincides with that one of Keats when he said in his "Endymion", "A thing of beauty is a joy forever."

Maugham states that people can get tired of beauty. He points out, "Beauty is an ecstasy, it is as simple as hunger. It is like the perfume of a rose: you can smell it and that is all." He adds, "Beauty is a blind alley." Nowadays beauty is held in great esteem. Our students know the words by Dostoyevky that "beauty will save the world." It can be a good point for discussion, for expressing opinions.

As for art Maugham compares Titian's "Entombment of Christ", which has most pure beauty and El Greco that can also "entrance us". He wants to tell his readers that beauty shouldn't be an end in itself, it should give room to imagination.

As Evelyn Waugh pointed out "Maugham is a master for creating the appetite for information." This book raises many questions about a lot of different issues. Maugham's ironic account of literary society, which may seem unnecessary to the plot, but these passages enrich the plot and our students enlarge not only their vocabulary, but also their knowledge of literature, views on beauty and art. W.S. Maugham's literary opinions are a great fun and joy to read especially with the help of modern technologies.

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Barakhsanov V.P.

INTELLIGENT SPORTS IN THE FEDERAL HIGH SCHOOL

North-Eastern Federal University named by M.K. Ammosov

This work reveals the need for scientific and methodical support of preparation of athletes drafts player and chess players, is an experience of working at the Center for Intelligent sports and games in a federal institution; Key words: mind games, scientific and methodological support, training of athletes

In today's world there is increased interest in intellectual sports and games, which have significant potential in the intellectual and creative development of the

individual. At the international level competitions are held and the World Mind Games, team and individual championships of various types and forms, including online. The dynamics of intellectual development of sports and games related to the change in the content of human activity, introduction of new intensive nature of modern production technologies. These kinds of sports and games develop the flexibility, speed of thinking, creativity, activity, mobility, shape character traits necessary to man for its competitiveness in a rapidly changing world of new technology and production.

In Russia, the trend has spread systemic organization of the development of intelligent sports and games. Classes are chess, checkers and other intellectual games are becoming an important direction of development of physical culture and sports in Russia. To promote, generalization of experience, its dissemination by seminars, scientific conferences. An important event for professionals and enthusiasts of these types of sports and games was the holding of a second scientific-practical conference "Actual problems of chess and other intellectual games" held in Moscow on November 14, 2011 in the Declaration adopted on the basis of the scientific-practical conference noted that the intellectual, cultural and tolerant of children and young people in Russia need to create regional centers of intellectual sport, to the scientific and methodological basis of the intellectual development of sports and games. Federal program requires the development of chess and other intellectual sports and intellectual game of educational programs for all levels of education: preschool, school, university and graduate.

The opening in the center of intellectual SVFU sports and games helps to develop mental ability, intelligence and creative individuality of students, their creativity, based on the harmonious combination of elements of sports, arts and sciences.

Recent advances SVFU students in international and national competitions in Poland, Bulgaria, Lithuania and Moscow, and checkers cybersport suggest great possibilities for the development of data and other intellectual sports, including chess, as well as national and oriental board game. In the future, Federal University can

achieve consistently high results with the implementation of the norms of sportsmanship for the title of grandmaster and Russian International Grandmaster.

The main objectives of the Centre: 1. Ensuring the implementation in practice of further education students and students of intellectual sports and games in the North-East of Russia. Two. Resourcing the systemic organization of continuous training of children and adults to employment and competitive intelligence on the activities of sports and games. Three. Development of scientific and methodological support training students, faculty and staff of intelligent sports and games. 4. Organization of sports events in the region and integrated support student participation in competitions SVFU different levels of intellectual sports and games.

Areas of work of the Centre:

- Promotion, distribution, intelligent sports and games in the North-East of Russia;

- Organization of competitive activity pupils, students, faculty and staff SVFU and participation of athletes in competitions at various levels of chess, Russian and international checkers, cybersport, national and oriental board games (w, syantszi), and others;

- Development of training and methodological support intelligent sports activities and games for children and adults, taking into account the continuity of levels of education and achievement of international experience;

- Conducting training courses for teachers and trainers on the intellectual sports and games involving leading international grandmasters;

- Interdisciplinary research and training of scientific and practical recommendations for the effective training of students on an intellectual sport and games.

Stage 1: 2012 - organizational issues related to staffing, maintenance, acquisition and installation of equipment, organization of systematic work on the development of intellectual sports and games at the university and the region.

Stage 2: 2012-2015. - Training and nurturing of athletes on the above sports and games, the development of successive intellectual game of educational programs for

all levels of education: preschool, school, university and graduate, training and methodological support intelligent sports activities and games for children and young people with the use of modern information- communications technology, interdisciplinary studies, international relations and the implementation of the dissemination of experience of leading coaches and athletes SVFU at national and international levels.

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Zhirkova Z.S., Spiridonova M. E.

Quality of education on the basis of the differentiated approach

North-Eastern federal university named after M.K.Ammosov

Annotation: In this article questions of quality of education on the basis of the differentiated approach to training are considered, the accounting of individual abilities and requirements is shown in a specification of the purposes, tasks, the contents and ways of the organization of educational process and demands a variety, variability of training.

Keywords: the differentiated approach, an individualization, variability of training, nomadic kindergarten – school, individual and creative activity, quality of education.

Formation of new approaches in the theory and practice of modern education is connected, first of all, with ideas of variability where the specific type of variability, as the differentiated education is allocated.

Variability of education is a basis of formation of competences, i.e. is understood as process of expansion of a choice of competences of a course of life and self-development of the personality [1].

A.V.Barannikov noted that «the qualitative education focused on competence of the person, allows to use purposefully available resources, to involve the education system more widely, to provide the studies of different level, to rely on tendencies and abilities of pupils, to satisfy educational requirements and to give the chance to

choose the trajectory of education and more deeply to study a training material in the chosen direction. And it, of course, will work for improvement of quality and will help to receive behind shorter term necessary knowledge» [2. P. 9].

The standard basis of variable education fixed in the Law of Russian Federation «About education», means, on the one hand, variety of educational institutions, educational programs of different levels, possibility of continuous and advancing education, variety of the purposes, pedagogical tasks, approaches, methods and forms of education in various educational institutions; on the other hand - the rights of the pupils on a free choice of opinions, belief, individual educational trajectories according to the requirements, abilities and plans. Variable education is finally aimed at providing the greatest possible degree of an individualization of education. Thus real possibilities of school in respect of providing variable educational services and a variety of educational trajectories are one of the most important indicators of quality of education.

The idea of the world around is formed both by integration of available information, and by differentiation of knowledge. New educational programs are based on development of problem thinking, pedagogical integration, connected with multicultural education, versatile development of pupils, creation of conditions for an individualization, the differentiated training, training of different level, development of the intellectual sphere, individual options of intellectual development.

The differentiated approach to training strongly entered into practice of work of educational institutions. E.S.Polat believes that «abilities of each pupil should predetermine the contents and nature of pedagogical activity of teachers. Along with operating standards, questions of differentiation of educational activity, adaptation of the purposes, contents, methods, means and organizational forms of education to informative inquiries and possibilities of pupils should be solved daily [3].

I.S.Yakimanskaya offers scientific development of the differentiated approach to each pupil for the solution of problems of selection, formation and correction of development of the personality in the chosen area of training, and to make the account of subjective experience of the pupil by the teacher priority: informative,

communicative or creative.

Proceeding from it, it is recommended to differentiate not pupils ("external" differentiation), but a training material; to organize uniform educational space so that to create the various environment where everyone fulfil oneself «as can» according to informative requirements, has conditions for individual development ("internal" differentiation). On I.S.Yakimanskaya it is necessary to distinguish the educational, general program for all, and educational, considering features of pupils: ways of study of training material by him. Stimulation of aspiration of pupils to self-education is carried out thanks to the special organization of a material and primary attention of the teacher to doctrine process. For this purpose in the individual work doctrine units are allocated, choice opportunity at performance of tasks is given. Control and mark are carried out not only behind result, but also behind doctrine process [4].

In the conditions of school and lesson system ideas of the differentiated training which assumes the accounting of individual abilities and requirements play a big role and a specification of the purposes, tasks, the contents and ways of the organization of teaching and educational process is shown and demands a variety, variability of training. Individual educational programs and the individual curricula based on an individualization of differentiation of education both considering interests and abilities of the personality, can become a condition of formation of competences.

Innovative and democratic influences on the educational environment, which are expressed in various options of the differentiations, are focused on the solution of a number of actual tasks: granting conditions for realization of inquiries of more wide range of pupils; granting possibilities for realization of creative potentials of participants of teaching and educational process (teachers and school students) etc. Active introduction of various options of differentiation should have concrete, practical oriented sense. Differentiation doesn't change essence of process of training: it reflects its variety subordinated to the general regularities.

We investigated possibilities of differentiation in concrete educational institution in connection with implementation of plans of training and education concerning specific pupils, i.e. studying of possibilities of differentiation on positions of an

individual approach.

The organization of individual and creative activity of pupils is approved in a nomadic kindergarten – school «Aylik (Perfection)» of Tomponsky region of the Republic of Sakha (Yakutia) [5]. More than 40 pupils with 1 on 8 classes study in a nomadic kindergarten –school «Aylik». The curriculum of nomadic school has specific features of planning of educational activity of pupils and the teacher, work with several classes, level of preparation of each class and skills of independent work of pupils, degree of difficulty of a studied subject is considered. Teachers of basic school developed individual educational and methodical complexes on subjects. The lesson at nomadic school has specifics, its structure consists of two stages: work of pupils under the direction of the teacher, the tutor or the parent and independent work on individual tasks.

Diagnostics of these features on "entrance" and their tracking throughout all process of training is a necessary condition and the most important procedures of approbation individual – creative activity of pupils. Process and results of activity are traced, monitoring researches on types of universal educational actions, as personal, regulatory, informative, sign and symbolical, communicative are organized.

At the heart of an assessment of activity and effectiveness of nomadic school the norm, criteria of mark, quantitative and quality indicators lie. Detection of efficiency of activity of nomadic school or achievements of pupils gives the chance to select questions for an assessment on each component of activity and an indicator of an assessment of their productivity. Using this technique the expert who estimates activity of school, can use grade mark. If the indicator characterizing the activity of school or achievement of pupils, is shown always - the expert mark – 4 points; often - 3 points; seldom - 2 points; sometimes - 1 point; never - 0 points. The mark assessment of each indicator gives the chance to count up effectiveness ratio (K) on each type of teaching and educational work, and all activity as a whole by use of the following formula:

$$K = (\text{actual quantity points} / \text{the maximum quantity of points}) \times 100 \%$$

If the effectiveness ratio of administrative activity or achievement of pupils makes: to 75 %, activity is optimum; to 50 %, activity is carried out at admissible level; to 25 %, activity level is critical; lower than 24 %, activity level is inadmissible.

The analysis of results of possibilities of differentiation on positions of an individual approach showed that the organization of individual and creative activity of pupils of the network nomadic kindergarten - schools «Aylik» promoted:

- to increase of degree of learning for 9,7 %;
- degree of a formation of intellectual actions for 6,8 %;
- to increase of the general level of self-control of pupils on 17 points.

Degree of learning is defined by level of assimilation of knowledge and is revealed on the basis of tests of achievement and the test tasks developed by teachers on each discipline, and also by means of independent, tests and other methods of oral and written control.

Intellectual development of pupils characterizes: degree of a formation of intellectual actions (analysis, synthesis, abstraction, classification, allocation of essential signs etc.); existence of such properties of thinking, as force, flexibility, independence, criticality, profitability, efficiency, creativity; possession of complete educational activity etc.

Diagnostics of intellectual development is carried out by psychologists by means of focused tests. At the same time, the teacher can define intellectual qualities of pupils by means of problems of different type.

Thus, in the conditions of school and lesson system ideas of the differentiated approach which assumes the accounting of individual abilities and requirements play the big role and demands a variety, variability of training, the purposes, tasks, the contents and ways of the organization of teaching and educational process are concretized.

Individual educational programs and the individual curricula based on an individualization, differentiation of training both considering interests and abilities of the personality, promote formation of competences and education improvement of quality.

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Buzuyeva Yu.S., Glazunova N.A.

**METHOD OF GROUP WORK AS MEANS TO ENHANCE MOTIVATION
OF STUDENTS LEARNING FOREIGN LANGUAGE IN HIGH SCHOOL**

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The issue under consideration is the ways to enhance motivation of students learning foreign languages in high school.

Key words: motivation, method of group work, methods of foreign language teaching, communicative competence.

Pedagogues, teachers and tutors have been preoccupied with the search for the ways to heighten the efficiency of the learning process, aimed to develop students' creativity as well as to stimulate them during this activity.

Research in the sphere of psychology conducted by Elkonin D.B., Davydov V.V., Rubcov V.V. and others proved the efficiency of the group work at the classes of a foreign language. The main task of a tutor is to teach students to carry out joint

learning activity according to the Vygotsky formula: 'Only when you teach a subject to somebody will you understand it yourself.' To complete this important task it is necessary to let a student feel that he/ she is an active manager at the classes, but not a passive doer. This approach to foreign language teaching demonstrates that a motivation level among students increases significantly, which finally produces a positive influence on the development of communicative competence.

The notion of communicative competence implies the abilities to interact by means of the foreign language students learn, in accordance with the objectives, tasks, communicative situations in the framework of a particular sphere of activity. Communicative competence is based on a set of skills due to which a speaker is able to participate in a communicative interaction (in its productive and receptive forms).

Contemporary psychologists and teachers unanimously agree with the idea that the quality and results of the activity mostly depend on an individual's demands and motivation. In fact, this is motivation that makes any activity well-directed, which, in its turn, defines the range of means and methods together with their order to gain aims, i.e. motivation determines the system of factors that a person's behavior is based on.

The motivation problem is urgent in any subject, particularly it concerns the foreign language process. Practice shows, that it is primarily connected with decreased motivation and lower results in foreign language studying in senior school. Later, when these students become grown-ups, they regret the chances they missed. It all makes the adults dissatisfied not only with themselves, but mainly with the method of foreign language teaching. Besides, a number of differences, occurring during the foreign language learning process, aggravate the situation in high school, such as the necessity to master professional vocabulary and to perfect basic skills of professionally-oriented communication in the foreign language, different levels of English among the students of one academic group, as well as reduced education terms within one curriculum. Thus, the issue of motivation enhancement among students is utterly acute for high school teachers.

Undoubtedly, motivation is considered to be the most essential aspect of the foreign language learning process in high school, which provides its efficiency. That is why it is vital to take into account the fact that motivation is part of a pupil's subjective world. The latter comprises the pupil's personal incentives and thoughts about his/ her demands. A teacher can effect it only indirectly, through creating a ground, which will engage pupils into a learning activity.

The teacher has to possess the whole arsenal of motivational means, their forms, types and resources. Only then will it be possible to correlate the learning process contents with the respective motivation types.

Let us characterize the existing motivation forms that create such an exciting and amiable atmosphere while learning. Psychologists examined the nature of driving forces and the ways of their regulation used at the foreign language classes. They found out the diversity of a man's motivation sphere.

Firstly it can be affected by the social factors, determined by people's demands; they constitute external motivation.

There are two forms of external motivation: social and personal.

The second form of external motivation is personal. It means that learning foreign languages is the method of self-assertion and sometimes even the way to provide well-being. This form implies a range of moral motifs, from civil to individual ones.

Furthermore, external motivation can be as a rule distant. In this case it is aimed at gaining ultimate learning purposes. However, the stimulating impact of this motivation form is rather significant, because it makes pupils determined to achieve top priorities even before studying foreign languages.

Secondly, the motivation sphere of a person can be subjected to the nature of activity itself. This is so-called internal motivation.

This motivation, also called procedural, is acute. That is why the whole teaching process is to be carried out in the way it meets the peculiar requirements of students dealing with the foreign language. These demands also correspond with the following

kinds of internal motivation, suggested by psychologist Grigoryan S.T.: communicative, language learning, tool.

The communicative kind of internal motivation can be called basic, because communication is the first natural need of foreign language learners.

Although students are really ardent to communicate, this motivation kind is hard to preserve. The thing is that the foreign language seems to be an artificial means of interaction due to the fact it is studied in the atmosphere of a native language. What is more, the so-called 'natural situations', used in teaching, are far from being natural.

In other words, it is rather relative to use the foreign language while the communication process at the classes, which makes it closer to the process of stage communication. That is why it is important to appeal to students' imagination, creativity and game. Apart from that, the teacher is to constantly encourage students to perform different roles at the foreign language classes.

One of the most pivotal aspects, contributing to preserving communicative motivation, is a rational combination of various work forms (individual, frontal, group). Group work form is among the most effective ways to improve students' motivation in high school, as it is characterized by a high level of communicative activity. Moreover, such work form means that students are free to express their thoughts and feelings, as well as to be actively involved into the learning process and to take their own responsibility for making progress. There is no denying the fact that diversity, exciting learning, topicality and the so-called egofactor are the main advantages of this particular work form. Diversity is an indispensable tool while any effective teaching process, which keeps the students interested in studying.

The phenomenon of topicality suggests that the students be able to do the tasks, the results of which, as well as the methods used to gain these results, are cutting-edge. In addition to the mentioned above, studying with pleasure is of paramount importance. The teaching process is sure to be fruitful, providing an individual studies out of his/ her own free will, without any compulsion but involving joy and happiness.

The essence of the egofactor is to be put emphasis on, because it means having an ability to express their own thoughts and ideas concerning the questions discussed.

It is especially primordial to underline the fact that group work forms enhance attention, memory and will of those having a low level of training. Actually, working in a team, each member cannot neglect his/ her duties, because he/ she cares about the relations with the teammates and their attitude to him/her. If any difficulty occurs, this very member can rely on more students from the same team. That is why, each team member takes pains not to be worse than others, therefore he/ she gets more engaged into an active learning process. Consequently, group work form gives a significant boost to the enhancing of motivation at the foreign language classes.

Thus, taking into account the above mentioned facts, group work makes the process of foreign language learning in high school more efficient and productive as it has the following advantages:

1. it raises the degree of students' motivation by the urgency of the topics discussed during the classes;
2. it forms the skills of team-building;
3. it creates a favourable psychological climate inside the academic group;
4. it optimizes the education process by the active involvement of all group members in the process of discussion, consequently the time of each member's talking increases considerably;
5. it forms the skills and efforts of students' individual work while studying a foreign language.

As it has been mentioned before the ultimate aim of a foreign language teacher is to ensure the active participation of each student in the discussion during the class and to prolong the period of each student's speaking. It is the method of group work that enables teachers to reach the objective, as it is more efficient and pedagogically justified as compared to the traditional one. The traditional method is characterized by authoritarianism and centrism of the learning process, which result in the direct contact between a teacher and a student. However, no teacher can interact with each

student individually during the whole class. The only way out of the situation in this case is teachers' communication with groups of jointly working students.

In order to attain the purpose it is necessary to take into account the following criteria of organizing group work:

1. the optimal number of members is 3-5 students;
2. favourable psychological climate inside a group;
3. regularly changing membership and group leaders that will help to avoid internal group conflicts and reduced motivation;
4. firmly-set limit of time on discussing a problem inside a group;
5. well-defined tasks.

The role of a teacher is of paramount importance in providing a more productive interaction between group members during the discussion and, consequently, in reaching the ultimate aim of learning, i.e. forming the communicative competence. Teacher's activity is not only restricted to forming groups and distributing roles but first and foremost keeping a favourable psychological climate inside a group, avoiding possible stand-offs between group members in case of disagreements and inability to reach a consensus, and assisting and keeping a conversation going in urgent cases. Thus, a teacher should keep to the following recommendations:

1. it is necessary to single out and encourage the students who try to speak the foreign language during the whole process of discussion;
2. it is inadmissible to correct the mistakes students make during the debates;
3. it is advisable to offer interesting and thought provoking topics for discussion.

Group work is used at different stages of teaching/ learning foreign languages, as well as in different types of speech performance. Firstly, it is widely used in teaching speaking and reading. Let us take some examples. At the "Warm-up" stage students are given some statements, facts or questions for discussion (that are usually of a thought-provoking character). These tasks are directly or indirectly connected with the issue under consideration and aimed at modeling some basic knowledge, necessary or sufficient for the reception of the particular text, eliminating the linguistic problems of understanding the contents and at the same time developing

reading skills and working out the “strategy of understanding”. During the following stage, the ideas given in groups are further discussed as a class. If it is necessary, the ideas are written on the board. Then the students read or listen to the text and compare the ideas of their own with the ideas expressed in the text.

The next stage, at which group work can be effectively used, is the after-reading stage (“Talking Point”). The students are usually given a number of more general questions connected with the topic under discussion. The main aim of the stage is generation and accumulation of the most original ideas. During the debates the students get an opportunity to exchange their opinions on the topic, draw conclusions or in case of disagreements use the ideas suggested by the members of the group in further discussion of the matter. The ideas put forward by the class are written down on the board and used later.

In order to provide students with enough speaking practice a teacher should use the methods that could guarantee enough speaking the foreign language practice during the class. Let us consider several examples.

Interview. The main aim of this method is to interview as many students present at the lesson as possible to find out their opinions, ideas and answers to the questions under discussion. To make this possible, students are allowed to move freely around the room and make notes of the answers they get. At more advanced levels such methods of interviewing as questionnaires and tests are used.

Bank of information. The main idea of this method is giving each student some piece of information that he/ she has to share with the groupmates and learn the information the other students possess.

Search for a pair. The basis of this method is the condition that each student has a pair he/ she is unaware of and who he/she has to find asking other participants some questions. Sometimes time limit is set, in other cases the aim is not only to find the pair but do it quicker than others.

So, the ultimate aim of the tutor is to teach students interaction. The teacher organizes the process of communication in the way that will encourage them to act

according to the existing social norms and patterns of behaviour. Each participant has the right:

- to express any viewpoint;
- to give arguments in support of the idea;
- to listen to others and try to understand them;
- to be tolerant to other people's opinions and respect them;
- to carry responsibility for the personal task he/she does.

Such kind of interaction while learning a foreign language stimulates the initiative and creativity of each participant.

In conclusion, it is necessary to underline that the group form of organizing the process of learning foreign languages has a great number of advantages. Firstly, it heightens the students' motivation in learning a foreign language. Secondly, it teaches the learners to give the objective evaluation of their own and other people's opinions. Finally, group method raises the business status of each student in the group. The most effective and widely-used forms of group work are role plays and discussions. What is more, such forms as pair work and projects in which the success of each participant predetermines the final success of the whole group are available for teachers.

Combined with other learning methods and forms, group work is extremely effective in learning foreign languages in high school. It contributes to the development of necessary skills and abilities, enrichment of students' vocabulary and the extension of communication between the students during the class. More timid and modest students can get rid of the fear of speaking a foreign language. Finally, group work gives students the opportunity to devote more time and effort to self-instruction.

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Formation of future teachers media competence in the classroom for Media Education

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The authors of the article study the problem of the development future teacher's mediacompetence due to mediaeducation lessons in high school

Keywords: media, mediaeducation, mediacompetence, medialiteracy activities, web-quest, web-portfolio.

In the mediatized society the role of professionals in the field of education who are ready to prepare young people for life in the information society is actualized. Researchers and educators around the world often emphasize the need for teachers /instructors.

Theoretically the scientific base for studying the formation of individual media competence and media competence of future teachers lie in different studies of famous foreign mediateachers, such as: Bahmayer B. Bevor E., Buckingham, D., G. Gonnet, Kyuubi, R. Masterman, L., Potter, J. and others, as well as local scientists such as Zaznobina L.S., Zmanovskaya N.V., Ivanova L.A., Muryukina E.V., Novikova A.A., N. Usov, Fedorov A., N. Hlyzova, Sharikov A. and so on. "Media Education" as a scientific concept in detail described in the scientific writings of A. Fedorov [4]. In terms of system-activity approach the result of media education is student teaching professions - media competence of the teacher [3,4]. We agree with the position Ivanova, L.A. that, the department of pedagogy in higher education, preparing teaching staff should be scientific and educational centers (SEC) in the problems of media education in school and university teaching, involving students as active participants [3].

Thus, the staff of the department of pedagogy FGBOU VPO "Irkutsk State Linguistic University" is focusing efforts on development of media competence of their students, managing the process, through the SEC. A team of SEC

"Problems of media education in school and university pedagogy" [3] to the PLO in "Teacher education" profile "Pre-school education. Foreign Language "was developed by the educational and methodical complex of discipline" Media Education in learning foreign languages". The purpose of the discipline is the development of students' personality - their culture, communicative skills relating to the media, creativity, communication skills, critical thinking / autonomy, perception, interpretation, analysis and evaluation of media texts, teaching various forms of self-expression with media, preparing future teachers for media education of pupils in the process recent study of a foreign language in institutions of various types.

In class on media education such traditional forms of work as lectures and seminars, as well as in the form of workshops with the active use of such teaching methods as training, game simulation, and analysis of concrete situations and solving educational problems, group discussions, exercises, role plays and business, analysis of media texts of different types and genres are used. As for innovative forms they include: technology, authentic assessment of educational outcomes-web-portfolio [1] and a new type of problem assignments-web-quest [2]. The self-check work of students provides such forms of creative work as a web-lab and a social significant medialiteracy project. To support media education students in the department operate a network of virtual offices [1,2] (CMC) and the Department of Pedagogy (<http://www.mediateacherXXI.ucoz.ru.>, [Www.edu-career.ucoz.ru](http://www.edu-career.ucoz.ru), [http://www . idea-pedagogika.ucoz.ru](http://www.idea-pedagogika.ucoz.ru)), «Learning Network web-portfolio students teaching special needle» <http://belca.islu.ru/course/view.php?id=107>, developed electronic educational resources for the discipline in the university system Distance Learning «BELCA» www.belca.isl.ru. The course "Media education in the process of learning a foreign language" suggests the involvement of students in research activities. Student participants of the scientific community explore issues of media education in school and university teaching. Students' research works are tested in a serious form of scientific publications in national and foreign publications, presentations at conferences at various levels. At the end of the course, students represent the results of their researches and activities in the media annual competition

– the festival of media educational products of students' pedagogical skills in an igloo "Give web-youth."

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**EDUCATIONAL PODCASTING AS MEANS OF FORMATION OF MEDIA
COMPETENCE OF THE IDENTITY OF FUTURE TEACHER**

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The authors of the article study the problem of formation of future teacher's mediacompetence due to educationak podcasting

Keywords: media, media education, media competence, media competent personality, professional media competence of the teacher, podcasting.

Transition of modern society from post-industrial to the informational was defined by formation of uniform world information space. In this situation the special urgency is got by ability of the person competently to operate with media information and to carry out mediated interaction. The mentioned above allows to state that the serious mission is entrusted to the system of preparation of pedagogical personnels of Russia by satisfaction of social requirement of society in the media competent teacher whose personality will be created at a grade level in higher education institution, through media education.

It should be noted that questions of the end result of media educational activity were given a lot of attention, so mediateachers of our country: N.V. Zmanovskaya, L.A. Ivanova, T.V. Kovsharova, I.V. Grigorieva, O.P. Kutkina, N.P. Ryzhikh, A.V. Fedoroff, N.U. Hlyzova in their researches developed and described systems of indicators of an assessment of a formation of media communicative scholarship of schoolchildren and of the teacher, media competence of schoolchildren, media competence of the secondary language identity of students of higher education institutions.

Today, in information society there is a social order for the media competent teacher, capable to realize the search, selection, usage, assessment of information in a dense information stream; to create and transfer media texts in the various formats of mass media; to organize the integrated media educational occupations. The process of

formation of media competence will be successful only if it is supervised by pedagogical community and if special conditions are created for this purpose. Modern requirements to the organization of media education in pedagogical higher education institutions assume intensive searches of various forms and ways of interaction of sociocultural institutes.

As one of the most perspective examples of the usage of media educational means We consider an educational podcasting by means of which young specialists will share with the knowledge and experience in walls of modern schools for realization of media formation of younger generations. The analysis of literature of the question showed that as «an educational podcasting» is understood - (English podcasting, from iPod and English broadcasting — a universal broadcasting) — the process of creation and distribution of sound or video files (podcasts) in style of radio - and telecasts on the Internet (a broadcasting on the Internet), that is "translation" of programs, is treated as a video and radio program for Mp3 carriers.

The podcasting has a large number of possibilities, to contain any training material which can be written down in the form of audio or the video file: a lecture, a seminar, a lesson (including a foreign language), the educational film or the clip, the training materials which have been specially developed for the publication in the form of podcasts: from presentations for training programs to the professional development, allowing to create communities and exchange materials and finds.

So, the first possibility of the podcasting is to allow to listen to or watch lectures and lessons at any convenient time for all leading subjects of educational process that allows not to limit training process by occupations in higher education institution audience. Thus, the podcasting expands possibilities of distance teaching. Also it should be noted that this technology allows to organize training for people with limited possibilities in a remote mode.

The following important possibility of a podcasting consists of the fact that the podcast is a peculiar grant on learning of foreign language. It gives the chance to organize classes by oral comprehension at new better level. Students get acquainted with authentic texts, various language and other educational television programs,

broadcasts, thus perceiving "living language" of carriers. Also, the podcasting promotes formation of intercultural competence of students. During listening and viewing of podcasts immersion in the cultural and social atmosphere of studied language is carried out.

The third possibility of an educational podcasting is that now teachers can create educational podcasts with daily homeworks and the lectures which have been written down in a class or the house, and publish them for students in special media educational environments, such as, individual virtual offices, or in modern social networks, as youtube.edu (a popular site of author's video). The didactic materials created in the form of a podcast, the teacher of higher education institution can create and publish both for students, and for the colleagues and other representatives of the pedagogical public. Students, in turn, also can create and publish materials for their teachers or other students, carrying out of homeworks, within independent, design or research work.

The fourth possibility is that it is possible to listen and watch educational podcasts on the mobile phone, i-Pod, iPhone, the computer, a laptop and the netbook that promotes mobility of all subjects of pedagogical process.

The educational podcasting is an innovative integration tool of media and education, on the didactic potential allowing effectively to form media competence of students of pedagogical specialties, that promotes formation of abilities to use, to analyze critically, estimate and hand over information in different types, forms and genres. And these abilities in turn are prime requirements to the modern teacher.

Thus, it is possible to make the conclusion that for formation of media competence of students of pedagogical specialties on occupations various modern pedagogical means can be used, gradually forming experience with media, to stir up its creative activity. However, as one of innovative, but not less productive, in our opinion, means of formation of media competence the educational podcasting can act.

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