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J21408-001

Lazarev O. V.

GOALS AND PURPOSES OF TRAINING FUTURE AGRARIAN EXPERTS IN UKRAINIAN INSTITUTIONS OF HIGHER EDUCATION

Pavlo Tychyna Uman State Pedagogical University
Ukrain, Cherkassy region, Uman, 20 300

Summary. The problems of training agrarian experts in Ukrainian institutions of higher education specializing in agriculture are studied. At present, the country has many institutions of higher education which train students in agriculture. The results of the study show that an agricultural educational system has contributed to the agricultural sector through training high-level agricultural professionals, ensured by raising the standards and technologies of research, which leads to the formation of a new generation of specialists. The study also reveals that a host of factors have put a stranglehold on the training process and the professional competence of agricultural graduates. Highly qualified teachers are the key to a successful future of agricultural education. The results shed new light on the programmes of study, which have been found to be unable to respond to the labour market requirements and current rural realities due to lack of relevance of the curricula, which are no longer able to produce graduates who could deal with the wider problems of rural development.

Key words: agricultural education, professional competence, competency approach, high quality teachers.

Many sources of influence have formed today's content and program design of agricultural education in Ukraine. Social trends, such as declining number of people involved in agricultural production, have influenced the pedagogics content and program. Ukrainian legislation, the evolution of higher education, educational studies, and educational reform initiatives are also among the forces influencing such programs. Several educational reform strategies and the integration of academic and professional education have been among the state strategies.

Agricultural production embraces careers in agronomy, plant protection, fruits and vegetables growing, horticulture, aquaculture, floriculture, food technology, ecology and etc.

Many institutions and higher education establishments specializing in agriculture have been formed to provide leadership for agricultural production and education. This effort has increased visibility and responsibility for agricultural literacy.

Agricultural education is developing today. The current mission of agricultural education – to prepare and support individuals for careers, build awareness and develop leadership for food, fiber, and natural resource systems accurately articulates the vision of the future of agriculture. Preparing and supporting individuals for careers recognize their needs for lifelong learning. Building awareness is an integral part of that mission, as well [1]. The percent of the population involved in agricultural production is declining; thus, the general public is unable to understand food production completely from the beginning to the end. The development of

leadership is the cornerstone of the National program, it also rooted in the early days of agricultural education.

Fewer mandates by the State and National organizations mean that mission is not a prescription for programs at every level, rather it should provide direction for agricultural educators in developing their own mission for their particular programs.

The main goals. Goal 1. To update instruction in and expand programs about the food, fiber, and natural resources systems. Updating instruction in agricultural education programs will always be a challenge. Evolving from primary production to the ever-changing science, business and technology of agriculture involves major changes in the content of instruction. Today's content involves agricultural science and technology, managed ecosystems for providing food and fiber, animal welfare, agribusiness marketing, global communications, public policy handling, environmental and natural resource management, food processing, safety and nutrition, forestry, horticulture, floriculture and landscape design, construction ... and the list continues.

Local teachers are charged with providing a broad array of technical information for the diverse occupational needs of their students. To meet this challenge, several universities have established curriculum laboratories to assist local teachers [2]. The National agricultural education uses its direct contact with agribusinesses to provide cutting edge curriculum for state and local use. Likewise, agricultural educators should increase their involvement in educating more students about agriculture. The Ukrainian people must be literate about their food system if they are to continue to prosper.

Goal 2. To serve all people and groups equally and without discrimination. People is the greatest resource for a productive agriculture and food system. Strength is found in diversity – ethnic, gender, physical, economical, and geographic. Historically, agricultural education was only attractive to male students in rural areas. However, with the growing number of diverse agricultural careers strength can be found in those who bring a broader scope of experience to the industry.

Goal 3: To amplify and expand the «whole person» [3] or integral personality concept of education, including leadership, personal, and interpersonal skills. Effective teaching and learning goes far beyond sharing information. A key ingredient of the successful of agricultural education is in the programs of pedagogics orchestrated by caring, well-trained teachers. The art of connecting formal instruction with application of information to real life situations makes learning relevant and stimulating. The inclusion of providing individual and group recognition for worthy accomplishments through different programs adds a valuable dimension to the educational experience. This affirmation fosters confidence, initiative, responsible citizenship, leadership, and the development of personal and interpersonal skills. Individuals must have these «whole person» characteristics, which go beyond cognitive knowledge, to be successful in their pursuit of a career.

Goal 4. To develop educational programs that continually and systematically respond to the marketplace. A common expectation of agricultural educators at all levels is to connect and work with the agricultural industry they serve. The benefits to students range from direct placement in a business for their attitude to a job after

graduation. The teacher and the instructional program benefit by having access to cutting edge information currently used in the industry.

Goal 5. To provide the stimulation that fosters the spirit of free enterprise and develops creative entrepreneurship and innovation. A basic value of many involved in agriculture is the desire to own and operate a business. The agricultural education strategic plan cites preparing students for job employment is only part of the program charge, the true greatness of business is found in the spirit of competition. As a result, agricultural educators are expected to foster the recognition of entrepreneurial opportunities and business ownership and operation.

Goal 6. To provide leadership and cultivate strong partnerships in the total educational system. Partnerships help to create successful agricultural education programs. Developing partnerships with other teachers not only promotes collaboration but provides continuity between students' coursework. Partnering with community colleges and universities provides greater access for students to attain a higher degree. Utilizing community and business leaders' resources assures access to work-based learning and community support.

Goal 7. To elevate and extend our standards of excellence in classroom and laboratory instruction, supervised experiences, and student organizations. Agricultural educators have the ability to enhance their content, delivery, and support by using keys identified through the local regional programs initiative. Three components (instruction, supervised agricultural experience and future professional activity) and three strategies (marketing, partnerships, and professional growth) serve as cornerstones of some programs. Successful teachers developed guide that is utilized by other teachers [4]. This sharing of ideas elevates and extends the standards of excellence which agricultural education is founded on. The purpose of agriculture programs in local public schools is to produce capable, knowledgeable, contributing citizens. As agricultural educators we must play an integral role in preparing and supporting students for agricultural careers, building awareness of the industry and developing leadership skills through education.

These goals are adapted to building the future and serving today as part of the strategic plan for agricultural education in Ukraine.

After years of providing instruction and preparing individuals for successful careers in agriculture, can we say that the job is done? Today, some individuals believe that little need exists for continued instruction in agriculture. They believe that teaching science and business skills will meet the food, fiber, and environmental challenges facing the world. In some respects, these individuals are correct. In the years ahead, agricultural education will become more focused on the science of producing and processing plants and animals as well as maintaining a healthy environment. The business skills needed by successful producers and agribusiness companies will continue to become more complex and challenging. If agricultural education does not change to meet the needs of a rapidly changing world we can expect to see little demand for this subject in the schools of tomorrow. Many of us in the profession understand that the real value of agricultural education is not necessarily the subject matter content, but the method of teaching that makes this educational program and process meaningful and enjoyable for both students and

teachers. Therefore, it is critical that agricultural educators continue to examine, refine, and improve our educational process as we entered the 21st century.

For the past years, the National agricultural education has conducted a major initiative to prepare agricultural education for the new millennium. Ukrainian agrarian policy is to use a projects founded on principales of agricultural education create its preferred future, rather than to react and respond to positive changes. While we cannot anticipate all the changes that will occur during the next years, we can certainly decide what we would like to accomplish for our programs and students. For example, we know that we want our young people to have successful careers after they complete our programs. If we want our students and teachers to be successful, we must do our very best to understand their current needs and anticipate their needs in the future. This has provided background input into a preferred future for agricultural education. Not one participant in this initiative has said that we should abandon agricultural education Many scholars have said that the programs must change but none have advocated that it be discontinued.

The main purposes. Purpose 1. Highly qualified teachers are the key to a successful future. There are several ways to ensure a successful future for agricultural education. Firstly, we must attract and keep high quality teachers. Secondly, young people entering agricultural education will ensure it sustains itself in future years. Thirdly, teachers need the support of strong state and national leaders to help them keep abreast of changes in teaching technology and methodology along with technical knowledge in agriculture.

Purpose 2. Another key to future success will be agricultural education's ability to deliver instruction to involve audiences in diverse settings. Our programs must become global in scope and available to students of varied age levels and backgrounds. Distance delivery of instruction will become commonplace [5]. Agricultural literacy will become a more important focus for agricultural educators, and we will need to determine the primary customer for our literacy efforts. For example, we should consider targeting middle school and junior high students as the primary audience for our agricultural literacy efforts. By providing high quality instructional materials and programs for students, agricultural educators can focus their efforts on a specific target population. Some of these students will be taught by teachers trained to teach agriculture while other students will receive instruction from teachers with little formal training in agricultural education. To ensure successful integrated instruction, high quality materials must be developed and used by teachers of all subject areas for presenting information about agriculture to their students. Students can take advantage of opportunities for leadership and personal growth under a system where schools pay a membership fee that allows all students in these grades to participate in leadership and personal development activities that doesn't require individual membership fees. Students interested in pursuing careers can choose enter career preparation programs and join them as they advance in school [6]. Agricultural education must be responsive to the needs of increasingly diverse customer wants. Highly qualified teaching staff with diverse backgrounds is essential for agricultural education to successfully meet the divergent challenges of the future.

Purpose 3. To ensure achieving this purpose we meet the needs of the agricultural industry and a more diverse customer population, teachers must think globally but be empowered locally. To meet the best needs of students, our programs must become more «community-based» [7]. Teachers can empower themselves locally by bringing a wide range of community stakeholders together to determine the type of agricultural educational programs the community needs and wants for students. Together the community and teacher decide what should be taught. This ensures community and school support for the agricultural education program and allows the teacher to focus on how to teach using some materials. Students interested in pursuing agricultural careers must have access to the instruction and materials about the global agricultural industry that continues to evolve. Teachers must stay abreast of agriculture worldwide and show how the world issues relate to the students' home community, district, region and country.

Purpose 4. Managing change successfully. Finally, we must look for new ideas and new ways of delivering our materials and programs. The rapid advances in knowledge and technology dictate that we must prepare students to deal with change. Change occurs at an accelerating pace and our students find it increasingly challenging to stay abreast of current information and technology. We must develop processes to help them deal with these challenges and help them feel comfortable working in a rapidly changing environment. Competition and cooperation will both be very important in the future and students will need to know when to focus their energies in collaboration with others and when to rely on their competitive edge to take advantage of their opportunities.

Purpose 5. A new vision for agricultural education. The National vision statement developed for agricultural education envisions that all people will value and understand the vital role of agriculture and natural resources in advanced personal and global well-being. For this vision to become reality, we must reexamine and refocus our efforts related to career preparation and agricultural literacy.

The abound opportunities of these years ahead and if we recruit bright young people into the profession and provide a support system to help them become successful educators, the agricultural sector will prosper while agrarian education will become more important than ever.

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Petrechko M. O.

**PECULARITIES OF INDIVIDUALISED LEARNING IN HELEN
PARKHURST'S PEDAGOGICAL SYSTEM**

*Drohobych Ivan Franko State Pedagogical University,
Drohobych, I. Franko 24, 82100*

Abstract: The article investigates and analyzes the peculiarities of individualized learning system – the Dalton Plan, taking into account its actual adoptions in different parts of the world. It traces the peculiarities of practical usage of the Dalton Plan in schools and thus defines the key peculiarities of this method as well as researches the possibility of its actual use in the present-day Ukraine.

Keywords: Dalton Plan, teaching method, time-table, assignments, individualized learning, laboratory.

That education should be regulated by law and should be an affair of state is not to be denied, but what should be the character of this public education, and how young persons should be educated, are questions which remain to be considered. Aristotle's accurate remark that education should depend on the state is not to be doubted, as well as the fact that what we teach and how we do this may also be modified in the course of history. The change in needs of modern society, the shift of attention towards individuality, the desire to educate unique personalities were the main reasons that numerous methods of individualized learning were created in the USA during the first half of the XX c. Education has seen relatively few new 'inventions' in recent years. The concept of flexibility, student contracts, behavioral objectives, national curriculum movements, and the informal school respectively remind of Helen Parkhurst, Ralph Tyler, John Dewey and others [9, 46]. And despite the fact that introduced at that time methods are practically not used nowadays, the topicality of modernization, that our school system needs, remains acute. Solution to this problem may be found in H. Parkhurst's teaching method – The Dalton Plan. It was a sociological rather than a curricular experiment, the aim of which was to keep school life from becoming mechanical by socializing the school [16, 337].

Schooling has always been a subject of scientific research, and individualized learning has been investigated carefully. The vast majority of articles and books on the Dalton Plan were published in the 1920s. These include newspaper articles as well as those published in academic and educational journals.

However, investigations dedicated to H. Parkhurst's individualized teaching method are mostly of descriptive character, this method was researched as a part of all trends in pedagogics in the USA at the beginning of the XX c. and hasn't been to all-embracing investigation in Ukraine. Though, in the USA as well as a number of European countries it has been studied thoroughly. There also have been attempts to introduce it to school system. It also has been studied by pedagogues in the USSR.

The aim of this article is to trace the peculiarities of practical usage of the Dalton Plan in schools and to define the key peculiarities of this method as well as to research the possibility of its actual use in the present-day Ukraine.

All the theory on how to introduce the Dalton Plan may be found in a book by H. Parkhurst *Education on the Dalton Plan* [12]. But what we are interested in is how these ideas were put to life. The main thing that cannot be forgotten here is the fact that the Dalton Laboratory Plan is not a system or a method, which has petrified into a monotonous and uniform shape. The plan was a vehicle for the curriculum and concentrated more on the life of the school. Its basic philosophy was to have pupils function as individual members of a social community [16, 337]. Thus, the Dalton plan is a scheme of educational reorganization which reconciles teaching and learning and creates conditions, when applied intelligently, that enable the teacher to teach and the learner to learn [12, 34]. To support this thought we have the words of Margaret Durking: no two schools visited operated the Dalton plan in the same way; every school modifies it to meet its own particular needs [6, 258]. Though David Tyack and Larry Cuban state that the revolution Helen Parkhurst made was only partial, for she basically retained the traditional curriculum and textbook-based instruction [17, 95]. What we observe in present-day Ukraine seems to be the ideal ground for this kind of change. We have the curriculum needed to be prepared for the ZNO. And we have students willing to score more points and because of this turning to tutors for help. A strong desire to get an opportunity for free higher education motivates children, but they do not know how to use text-books, references etc. for educational purposes on their own. Teaching a child how to study may be the greatest gift a school can make.

What is necessary for the experiment? The Dalton plan involved freedom, cooperation and interaction of groups, and learning to budget class time [8, 398]. The fundamental principles of the Dalton plan are defined as follows: individualized instruction; freedom, with stabilizing responsibility; socialized environment [7, 1-2]. It is not necessary to abolish classes or forms, nor the curriculum as for each form a maximum and a minimum curriculum is designed and then it is divided into jobs [12, 34-35]. In such a way the curriculum was individually paced with emphasis on personalized contracts and self-corrective practice materials [8, 398]. These are fulfilled during individual or group work. It is up to school what time-table to adopt, but it is essential that enough time is saved for free study [4, 16]. Margaret Durking points out that the assignment is the core of the Dalton Plan. It is not a mere task to be done, the assignment outlines the subject matter to be mastered, specifies references which will be found useful, points out difficulties to be noted, and gives lists of questions to be answered, essays to be written, etc. [6, 257]. Also the teachers at the South Philadelphia High School single out the assignment as the pivot on which success depends [7, 7]. David Tyack and Larry Cuban name monthly contracts as central to Helen Parkhurst's reforms as well. These laid out both the minimum tasks the students had to complete and additional choices if students wanted to go beyond the basic content and skills. The amount of tasks fulfilled and the quality of the work done defined their grades [17, 95]. Thus, a student is credited certain amount of freedom. In the Dalton laboratory schools the children budget their own time and pursue their accepted 'contracts' or 'units' according to their own interests and convenience and by doing this much is made of the necessity for freedom [1, 166]. This means the opportunity to do schoolwork oneself, to organize it oneself (how, where and when) and to carry it out at one's own pace, to do it undisturbed and

to work with commitment and concentration [13, 320]. Besides, the following advantages of the individualized assignment may be singled out: they are always at hand when needed (in this way we overcome child's short memory span), if a child is absent due to some reasons he still can continue his studies. But teachers may also benefit from it, for they now approach their subject from the viewpoint of a child. Supervision becomes efficient, and children's difficulties may be discovered easily. Teachers may cooperate and substituting no longer is a problem [12, 9-11]. The plan involves no change in faculty, standardization, curriculum, or method. It can be applied to the whole school or to any part of it, and can be in operation for the whole or for any part of the school day [6, 256]. This makes the adoption of it painless for the school. It is not necessary to start using it at once, but it is desirable to test, modify and adopt it to the certain needs of every particular school.

A student is given his months' assignments in all subjects and it is up to him to decide when to do what, but he must not be permitted to continue the study of any subject beyond the limits unless the child has completed his contract in every subject [12, 37-38]. In this way, learning became the pupils' own work [14, 3]. Being supplied with a contract assignment in every subject a pupil, nominally belonging to a class, is really 'on his own' [6, 256]. This means that he must plan his distribution of time [4, 25]. But, in practice what students got was usually an adopted version of the Dalton Plan and thus they did not have the initial freedom. For example in Netherlands, at Oosterwold's school an assignment had become a list, indicating which pages, paragraphs or exercises, from which textbooks, had to be completed in a certain week or even on a certain day [14, 14]. Here the lack of interaction is also involved. Originally pupils should be permitted to interact and work freely with one another and with teachers, in varying groups, in varied locations, with varied resources and materials and thus they would come into contact with one another, the teachers, the subject matter and the learning materials in different ways. By doing this more experience, and as a result more learning is gained than in the case of lockstep teaching [13, 321]. Pupils In South Philadelphia school were divided according to ability what facilitated both learning and teaching, but it did not entirely eliminate the difficulties inherent in teaching pupils of varying temperament and capacity [7, 95]. Division of pupils according to their abilities may be helpful under any school system, but it is not the cure for the school problems that we face now.

Under the Dalton plan teachers were expected to negotiate the contracts, stock the laboratory with learning materials needed to fulfil the contracts, coach students when they ran into problems, counsel when necessary, and monitor the progress of each student [17, 95]. The teacher must be able not only to guide the class through discussions as before, and to present new material adequately, but to manage the smaller, more closely segregated groups which will constantly form and re-form. He must be able to give help where needed, to insist on independent work where that would be better for the child [7, 69]. Though, Janet Baird explains that in the South Philadelphia High School for Girls teachers had to depend on the guidance given in the printed assignment to a great extent, due to a large number of students. Teachers simply did not have enough time for individual conferences [2, 702]. But, under regular system, having a class of thirty pupils teachers give their marks mainly on the

results of written works. The main task under the Dalton plan is to prepare the assignments well. The teachers in two elementary schools in Detroit while getting English lesson sheets ready followed a very precise procedure. At first they studied the philosophy and principles underlying the plan. Then a thorough study of the subject matter to be used came. After that the teachers divided the course of study for each grade into five equal parts (the number of months in a semester). Having completed this, they moved on to the arrangement of the problems in a skeleton outline for each month and then they suited the form of expression to the understanding of the pupils in each grade. Finally the purpose was stated and the atmosphere of the contract was created [11]. All these steps helped to avoid misunderstanding, which otherwise would be inevitable, and would require continuous explanations on behalf of the teachers.

We have to understand that under the Dalton plan not only the organization of the learning process needs the change, but also the organization of school should be modified. Text-books must be distributed among the laboratories according to the subject as it would be essential that all the necessary resources are at hand. Besides regular text-books it is also desirable to have as many as possible reference books [12, 39-40]. For instance, in the English laboratory will be found complete sets of authors, reference books in literature, pictures, and illustrative material of all kinds pertaining to the authors and periods studied. This enables students to get a broader view of the author, they are studying, as well as to get a suitable background for the special work under discussion [6, 257]. But, when we talk about application of the Dalton plan for learning mathematics we must take into account that it is not always easy to supply pupils with suitable books. With lessons cut down to a minimum, good explanatory books would be a help, but they must be written by someone who knows the subject he is writing and its simple applications [18, 49]. To adopt the Dalton plan we need to be sure that we have suitable, easy to understand, informative text books. Otherwise, it will not be possible for a child to study, without the teacher explaining everything and practically, doing all the work for her.

It is also desirable that classrooms be equipped with chairs and tables rather than with fixed desks, in order that new groupings may be more easily made [7, 68].

What is abolished by the Dalton Laboratory Plan is the time-table, for the time-table is usually compiled rather in the interest of instructors than of the pupils [12, 40]. There were no fifty-minute periods, no bells, or teachers lecturing, or listening to students reciting lessons in large classes [17, 95]. From 1919 onwards the use of graphs and charts was added to the original method and this enabled pupils to keep track of their own progress in each subject [13, 320]. Nevertheless a pupil has half an hour per week in each subject to be spent with his group at what is called a "class meeting or conference". It enables the teacher to present things relating to the subject outside the pupil's experience, things impossible for him to discover with his limited time and equipment; to guide real discussions of the subject by the pupils and to review and round up the assignment [4, 15-16]. Teachers at South Philadelphia School prohibited those students who hadn't done the work to attend the conferences [7, 75].

The experience of the Dalton Plan education was taken also by the USSR. The Plan used there incorporated many features of the Dalton plan. According to the cables, the Soviet authorities have concluded that the self-discipline and lack of definite checks on pupil activities have resulted in widespread cribbing [5]. Following the principle of “individual responsibility” established in industry, the new ruling renounced the Dalton plan formulated by Miss Helen Parkhurst under which students studied in “laboratory brigades” without tests or examinations, the theory being that more capable students would raise the standard of the backward in the class. This method made a teacher a mere clerk. [15]. In the same article of the New York Times H. Parkhurst states that some certain steps were made in favour of a more individualized scheme of education. She stresses that her opinion is formed uniquely on the basis of written reports as well as information brought by Russian and American educationists. In her opinion the Dalton plan was not really applied there. There was an attempt to introduce the school curriculum, which the government itself found inadequate, by means of the project method [5]. From a review by Richard Hellie on Larry Holmes’ book we find out that when a Soviet version of the Dalton Plan was tried, contracts had to be with groups to eschew individualism [10, 448].

With the comeback of the Dalton Plan schools in Netherlands started developing and using new tools, such as the assignment board, assignment cards, symbols for assignments and symbols for days of the week. This contributed to the appeal of Dalton education [14, 18]. The use of the tools not only makes the Dalton Plan more attractive to the students but also enables the teacher to work efficiently, e.g. by watching the graph, the teacher can tell which children are ready to work together, and can take time to explain problems to those who are further behind with their contracts [4, 32].

The revival of the Dalton Plan in Netherlands in the 1980s may have been triggered by the new Primary Education Act of 1985, according to which schools were obliged to pursue more differentiation: to pay more attention to individual differences among pupils [14, 17-18]. Ukraine needs to modify our school system, to give our pupils a chance to get the free education. Having thirty pupils in a class it is not possible to conduct a lesson that will meet everyone’s needs. The weakest and the brightest students usually suffer from this.

The disappearance of the Dalton plan in the USA and Britain is often explained by seven factors: disappointing effectiveness, implementation problems, opposition by authorities, distrust among teachers, a mismatch with the existing grammar of schooling, loss of distinctiveness and increasing competition [14, 18].

The only Dalton School that functions in the USA today is situated in New York. On its official web-site we may find the following major principles:

1. Valuing all dimensions of each child – intellectual, social, emotional, aesthetic, physical and spiritual.
2. Cultivating values of respect, integrity, compassion and justice to encourage community responsibility, combat prejudice and engage students as participants in a democratic society and global community.

3. Developing intellectual independence and risk-taking through inquiry, direct experience and collaboration.

4. Valuing all disciplines – the arts, sciences, humanities and physical development in an interdisciplinary curriculum, mindful of our historical emphasis on music, dance, theater and visual arts [3].

Everyone understands that in a moving world education may not be stably and most agree that it is the country's duty to define what and how should be taught. Making our students pass the ZNO and stimulating them to achieve higher results we need to supply them with efficient tools that would enable this. The Dalton plan – a method of individualized learning may be at help here. The main points that need consideration are the assignments, which form the bulk of the reform; books that can be read and understood by pupils themselves; giving freedom to budget one's time and to work at one's own pace. Preserving the main points of the Dalton plan we may create a system appropriate for our conditions. In the end it may look as something totally different. What is important – is should work well.

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Filimonova N. J., Romanyuk E.S.

**INTERCULTURAL COMMUNICATION AS THE FACTOR OF
ADAPTATION OF FOREIGN STUDENTS
IN UNIVERSITIES OF RUSSIA**

The Volgograd state technical university

Introduction. In this paper the problems of interaction of various cultures in the course of training of foreign students at preparatory faculties of the Russian universities are considered. The urgency of a problem of adaptation of foreign students is connected to the increase in amount of foreigners training in the world where there is a formation of the international educational system. A pre-high school grade level of foreign students in Russia - the difficult period of adaptation and socialization. At this time pupils test significant psychological, emotional and physical loadings. They are surrounded by new social-cultures with environment, the manner of training is the extremely intense, it's especially intense for groups of late arrival as a task of teachers - maximum to familiarize the foreign student with Russian, in fact starting from the next academic year they will be trained in one educational group. Attention is paid to the contradiction between national and Russian educational systems; between necessity of the prompt occurrence of foreign pupils in Russian social-cultures and educational space and an insufficient level of preparation of teachers to intercultural dialogue; between various approaches to training students in their native homes and in the Russian high school. Problems of foreign pupils at a stage of adaptation are connected to new requirements of the Russian higher schools, with their status of 'foreigner' in Russia, with their age, psychology and with national - psychological features.

In various aspects the problem of adaptation is furthermore solved in monographies [Arsenyev D.G., Zinkovskij A.V., Ivanova M.A.; Ivanova M.A., Titkova N.A.; Shchurevich G.A., Zinkovskij A.V., Ponomaryov N.I., etc.], in a number of dissertations [Goroshenko A.M., Ivanov M.A., Izotov E.F., Knyazev G.N., Phillip A.S., Socle L.I., Chernjavskaja T. P, Shaglina N.D., Shiryayev I.V.], in many scientific methodical publications [1].

Such foreign researchers as Bochner, Brain, Bressler, David, Lambert, Mechler, Parker, Scott, Hall and others, frequently addressed to this problem. All of them determine features of position of the foreign students training in another country: living in unusual environments, not knowing cultural and behavioral norms of a society, the person tests many social difficulties, he hardly gets used to new climatic conditions, feel significant alarm concerning the ethnic origin and the attitude to him in the given society, and also faces problems of search of a place typical for young people in a life and statements of all persons. All researchers also specify the following features of the foreign student during adaptation: low adaptedness at a household level, loss of habitual social reference points, information congestion, and emotional uneasiness.

Allocate the following stages of adaptation: overcoming of a language barrier; occurrence in the student's environment; mastering of the basic norms of international

collectivity; development of style of behavior; formation of a steady positive attitude to the future trade.

Besides at a pre-high school stage such objective factors of adaptation, as decrease in an initial educational level of pupils, absence of the language - intermediary and distinction between educational systems of both countries are marked. Unequal readiness of pupils for training in high school from here follows. During adaptation there is a collision and interaction of many cultures. We count one of primary factors of adaptation intercultural dialogue.

Intercultural dialogue - process of communicative interaction between the carriers of different cultures having own language code, features of behavior, value, customs and traditions [2]. All above-named reasons complicate the work of a teacher on formation of bases of intercultural dialogue at a stage of initial adaptation of foreign pupils. As a result of successful adaptation in conditions of the Russian high school a person, capable of avoiding intercultural conflicts is formed, to realize importance of own culture, to show understanding, tolerance to carriers of other cultures, positive installations in intercultural dialogue are defined (determined), intercultural competence of the person and a society develops. Intercultural dialogue opens new communicative space for the person of the student [3]. Faculty of preparation of foreign experts - the ideal international team uniting representatives of various cultures. The process of formation of intercultural dialogue is not trainings of intercultural training, but the daily educational and non-learning work with foreign pupils. Already the very first lessons in conditions new to foreigners are initial experience of the intercultural communications, and in the further - intercultural competence, i.e. possession of bases of intercultural dialogue. Technologies of dialogue can be developed, only proceeding from the thesis about a generality and originalities of cultures [4]. Conditions of the successful communications depend on correct construction of an educational process, this prompts educational, social - psychological and other kinds of adaptation, contact of pupils to the teacher, other students and people surrounding them, presence of teaching materials, security of faculties for foreign citizens competent experts and many other necessary components. It is equally necessary to take into account distinctions in the organization and conduction of educational processes in different countries. Last year the big role in formation of intercultural dialogue joint out-of-class activity was played by representatives of a students' club, and city fraternities, that allows the application of various forms of work both at university, and at a city level.

In conclusion. At a pre-high school grade level foreign psycho-pedagogical preparation of teachers is necessary for development of skills in foreign students and skills of the intercultural communications. It is possible to speak about the selection of educational regional geographic, cultural and a study of local lore speech material, and also about use of social - role games on employment and during non-learning time.

Pedagogical conditions for formation of intercultural dialogue, especially at the preparatory level, are:

- Psychological and pedagogical training of the teachers, aimed at developing cross-cultural abilities in the process of communicating with the foreign students

- The use of social and role play exercises both in the classroom and outside the classroom;

- Wide use of out-of-class forms of work;

- Certain qualities of the person of the teacher in a foreign audience;

- A polycultural orientation of training with a priority of world cultural and scientific values [5].

Wide use of out-of-class forms of work helps teachers to form bases of intercultural dialogue correctly. It is necessary to keep in mind the certain qualities of the person, and of the teacher in a foreign audience and a poly-cultural orientation of training with a priority of global cultural and scientific values. Thus, intercultural dialogue is the major factor of communicative culture of foreign students and their successful adaptation in the educational system of the Russian universities.

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Karavka A.A.

DIDACTIC GAME AS MUTUALLY PURPOSEFUL ACTIVITIES OF TEACHERS AND STUDENTS, AIMED AT FORMING COMPETENCE IN EDUCATIONAL PROCESS

*Novosibirsk State Academy of Water Transport,
Novosibirsk, Schetinkina 33, 630099*

Abstract. In this paper we describe the use the concept of competence, the concept of the game, didactic games. Ability to use didactic games in the learning process in order to form certain competencies in students.

Keywords: competence, game, didactic game, the federal education law.

Introduction. Nowadays, every teacher or instructor should focus their activities on it to diversify the learning process, students form a certain competence for the particular academic subject, using modern techniques and educational programs, introducing information technology to improve the efficiency of the educational process. Modern conditions characterized by reference to the individual student, the development of his best qualities, the formation of key educational competencies. Realization of this problem objectively requires a qualitatively new approach to training and education, the organization of the whole educational process. In this regard, special significance learning games, especially didactic games that are included in a holistic educational process, combined and intertwined with other forms of training and education, and may also be aimed at the formation of the respective competencies in students.

First, consider the definition of competence in terms of the various authors:

Competence - the name of the activity, the essence of which is that humanity should be ready to solve specific problems regarding this activity. (A.J. Zhafyarov)

Competence - the integrated characteristics of personality traits, allowing to carry out activities in accordance with professional and social requirements and personal expectations. (M.A. Zimnaya)

Competence - a combination of knowledge, skills and ways of life that are required for high-quality productive activity after training. (A.V. Hutorskoy)

In connection with the practical significance of modern education the main result of the activities of an educational institution should be, not the generation of knowledge and skills, and mastery of specific competencies students.

The Federal Law on Education of the Russian Federation for the purposes of this Federal Law the following definitions are based on the competence approach, which is one of the areas of education modernization, modernization strategy content of general education in Russia:

education - a single purposeful process of education and training, which is socially significant boon and implemented in the interests of the individual, family, society and state, and the sum of acquired knowledge, skills, values, competence and experience of certain size and complexity in order to intellectual, spiritual, moral, creative, physical and (or) professional development rights, meet their educational needs and interests;

Learning - the process of organizing activities focused on students mastering the knowledge, skills and competencies acquired experience activities, development of abilities, acquire experience in the application of knowledge in everyday life and the formation of students' motivation to education throughout life;

general education - the kind of education that aims at personal development and the acquisition in the process of development of basic educational programs of knowledge, skills and competence formation necessary for life in society, conscious choice of profession and professional education;

vocational education - the kind of education that aims at the acquisition of learners in the process of mastering basic professional educational programs of knowledge, skills and competence of certain formation level and volume, allowing to conduct professional activities in a particular area and (or) to perform work on specific profession or occupation;

vocational training - the kind of education that aims at studying the acquisition of knowledge, skills and formation of competencies necessary to perform certain labor, official functions (certain types of employment, performance management, professions);

practice - kind of educational activities aimed at the formation, consolidation and development of practical skills and competence in the performance of certain types of work associated with future professional activity;

Consider the concept of the game. Diversity and multifunctionality game is a deep interest in the various fields of knowledge. Games in the pedagogical value used in antiquity. First there were the games of "imitation." Then there are games "exercise." In the early stages of society children are directly involved in the work and it gave certain labor skills. As competence, the game is aimed at the ability to apply their knowledge to real-life situations. You can select pedagogical work, studying the game as a discrete activity of children and adolescents. It should be noted that as soon as the study of the game goes to the level of pedagogical guidance in order to achieve a certain result, she begins to be seen as a means of training and mastery of relevant competencies. This approach is typical for researchers games preschoolers and schoolchildren games for researchers. This is a completely new approach to the definition of games as a pedagogical category. Game is presented as a means of moral education in schools as a means of developing cognitive interest, forming relationships, team building, as a means of development of creative individuality, personality and self-affirmation, etc. Pedagogical work in this direction are entitled to claim that the active involvement of the teenager in the game has a positive impact on its real position in the system of collective relations. It is proved that the mechanism of this effect in the appeal of the game laid role. Didactic game regarded as a special form of training aimed at:

- The development of logical and critical thinking, culture of speech, the ability to mental experiment;

- To offer students the intellectual honesty and objectivity, ability to overcome mental stereotypes stemming from everyday experience;

- Education of personality traits to ensure social mobility, the ability to make independent decisions;

- Formation of thinking qualities necessary to adapt in today's information society;

It just sent key educational competence. Key educational competencies refer to the total (metaobjective) content of education. A.V. Hutorskoy highlights 7 key educational competencies: value-semantic, general cultural, educational and cognitive, informational, communicative, social and labor competence and personal self-improvement. [7]

1. Values and meanings - a willingness to see and understand the world around us, to be guided in it, be aware of their role and purpose, to be able to select target and semantic systems for their actions and deeds, to make decisions.

In the game as a schoolboy, takes over the role, chooses goal performs the functions and duties.

2. General cultural - awareness learning the peculiarities of national and universal culture, spiritual and moral foundations of human life and humanity, individual nations, cultural foundations of family, social, community events and traditions, the role of science and religion in a person's life, their influence on the world, effective ways of organizing free time.

3. Teaching and cognitive - student readiness for independent cognitive activity: goal-setting, planning, analysis, reflection, self-evaluation of teaching and learning activities, the ability to distinguish facts from fiction, possession measuring skills, use of probabilistic, statistical and other methods of cognition.

4. Information - student willingness to work independently with information from various sources, search, analyze and select relevant information, organize, convert, store and transmit it.

Didactic game can contribute to the formation of 2, 3, 4 competencies, as causes children activities such as the ability to analyze, correlate different properties, compile, organize practical activities using a variety of sources and modern information technology.

5. Communicative - includes knowledge necessary languages, ways of interacting with others and distant people and events, provides skills to work in a group, possession of various special roles in the team. The student must be able to present themselves, write a letter, application form, application, ask a question, to debate, etc.

Party games are aimed precisely at forming relationships and teambuilding, promotes the development and application of skills in the group and possession of a specific role in the team.

6. Social and Labour - the possession of knowledge and experience in civil society activities in the social and labor sphere, family relationships and responsibilities, economics and law, professional self.

7. Personality (cultivation) - willingness to physical, spiritual and intellectual self-development, self-regulation and self-help emotional.

The game serves as a means of development of creative individuality, self-determination of the individual.

Matching key educational competence, the essence of the game and the concept of didactic game, you will notice that the didactic game promotes the formation of competencies in students.

Relying on the Federal Education Act, analyzing the definition of competence, determination of didactic games and game concepts in general, a survey was conducted among students in grade 7. The survey involved 29 people. Were asked four questions: 1. What is didactic game? 2. Can I use didactic training game? 3. For people of any age held educational games? 4. Would you like to sessions were conducted with elements of didactic games? The first question 15 people responded that it develops the game, 9 people - educational game, 6 of them made it clear that this is a collective game, aimed at the development of communication, mutual assistance and achieve a common goal, a common problem solving, 2 people found it difficult to answer. On the second question 25 people responded - you can, 4 people - need. On the third question, it was more than one answer: 19 people responded - all age groups, 4 people - 6 years, 4 people - up to 12 years, 2 persons - 18 years. The last question 3 abstentions, 2 answered - no, 24 people responded - yes, including 4 person specified to educational games used for a variety of educational process. It can be concluded that the students would like to diversify its training activities, using and participating in didactic games, especially since many are of the view that such a didactic game.

Conclusion. Based on the results of the survey, in the learning process can be used didactic game - deliberate, mutual activities of teachers and students, simulating actual conditions in the formation of knowledge and skills. Didactic game also can be used not only for the formation of knowledge and skills, but also mastering appropriate competencies students. Didactic games allow to intensify the learning process, contribute to the development of cognitive interests in the subject, the creative abilities of students, independent work skills, relationships and mutual assistance in the team, take into account the individual characteristics, personality characteristics of learners that can be applied in real-life situations, in practice or in one kind or another activity. Thus, the didactic game is unusual, creative method, which can be used in the educational process in order to master certain competencies students.

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Novozhilova M.V., Loshkova I.G

HOW TO MOTIVATE STUDENTS AT ESP LESSONS

*M.Kh.Dulaty Taraz State University
Taraz, Tole bi, 60*

In this article we suggest some activities for arising motivation to foreign language study.

Key words: motivation, ESP, critical thinking, communicative activities, speaking skills.

Teaching students of different specialties we face the problem of getting them motivated. A lot of special terminology, serious topics for academic writing and discussion make learners frustrated.

To complement traditional foreign lessons for specific purpose (for Law) and make them more interesting and lively we use a wide range of communicative activities for Law students.

We would like to share with the most effective activities that work well in our classes. In most cases, activities are suitable for a variety of levels, from elementary to advanced. All activities demand the minimum of preparation before the lesson. Teachers may find them helpful to make the students read, write, and talk in the foreign language as well as let them play.

We offer the following activities: To activate students' background knowledge and vocabulary necessary for reading, listening or speaking, we often use word map or spider gram.



‘Grammaring’ sentences for developing students’ understanding of how grammar helps change meaning expressed in words only. A teacher writes the degrammarized sentence, like a telegram or a newspaper headline on the board and asks students to create as many sentences as they can from these words. As follow –

up activity, students produce natural-sounding contexts for the sentences they have created;

One of the skills that we as teachers can bring into the classroom is that of successfully motivating students to learn creating the right ‘motivational environment’ for our students. So it is crucial that we incorporate a fun element into our lessons, so that they enjoy what they are doing.

Fun evokes positive emotions and encompasses all that is interesting and enjoyable - variety, humour/laughter, jokes, interaction, colour, music, laughter, excitement, discovery, intrigue, novelty, surprise and challenge. This workshop will enable teachers to participate in communicative activities improving critical thinking skills, creativity and imagination.

‘**Catastrophic criminals**’ for expanding topic vocabulary and practising summary skills. A teacher distributes crime cards and students tell one another about the crimes on their cards. Then they match the criminals with their situations.

As follow –up activity, students invent their own criminal stories in groups.

The criminal	The crime
Frank King David Evans Miles Johnson Christopher Ciddings Eddie Blake	Probably no longer talks to his wife Told the police where he lived Chose the wrong person to help him to burgle a house Chose the wrong person to attack Chose the wrong moment to steal from the shop

To help students understand lectures and take notes we design the tasks using the following scheme:

What exactly is the lecturer going to talk about? Tick the topic(s) you heard

- Ⓒ Civil courts
- Ⓒ Criminal courts
- Ⓒ Characteristics of wrongdoing
- Ⓒ Assault and battery
- Ⓒ Trespass to goods

What reason does the lecturer give for talking about the court system?

What might be a good way to organize notes for this lecture?

What is the main idea of this section?

- Ⓒ Is trespass a crime or a tort?
- Ⓒ Where would a case of theft be tried?
- Ⓒ What are the types of court and cases that they hear?

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J21408-006

Loshkova I.G., Sarsenbek I.

JOINT TEACHER-STUDENT EXPERIENCE IN ESP LAW

M.Kh.Dulaty Taraz State University, Taraz, Tole bi, 60

In this article we share our joint experience of teaching and studying ESP Law and suggest some approaches and strategies to teaching Law in polilingual groups. The activities we offer are for the intermediate level students, that's why these activities are aimed to the development of academic reading, listening, and speaking skills.

Key words: ESP, EGP, EAP, graphic organizers, case study

According to the decision of the Presidium of the Magna Charta Universitatum in Bologna (Italy) 15.09.2006 our university was included in the number of full members of the Collegium of the Charter. For the implementation of the Bologna process parameters the university signed Memorandum of understanding with foreign universities, allowing educate 21 bachelor students on the programs of academic mobility and work placement for the past two years. Realizing the program "internationalization home" university invited for lecturing and joint research 16 professors of the leading universities from France, Sweden, England, Germany, and Poland. This demands that the students know well three languages: Kazakh, English and Russian. To meet these requirements, polilingual groups were organized, where lectures on specialized courses are delivered in three languages. That is why EGP does not suit for polilingual groups, where EAP and EOP, or the mixture of both is required.

Our ESP Law course is designed first of all for developing academic English skills, i.e. understanding lectures in English, taking effective lecture notes, summarizing techniques for academic reading, taking part in problem solving and case study activities.

Firstly, we learn to understand legal terms in context and to differentiate general and legal meaning of one and the same word, e.g.: *bar* = GE a place where you go to order drinks, but in legal English if *you are called to the bar*, it means that *you have the right to speak in court*, i.e. you are *a barrister*.

Secondly, we learn to understand a lecture organization from the introduction: question and answer; problem and solution, classification and definition, cause and effect, sequence of events, advantages and disadvantages, etc.

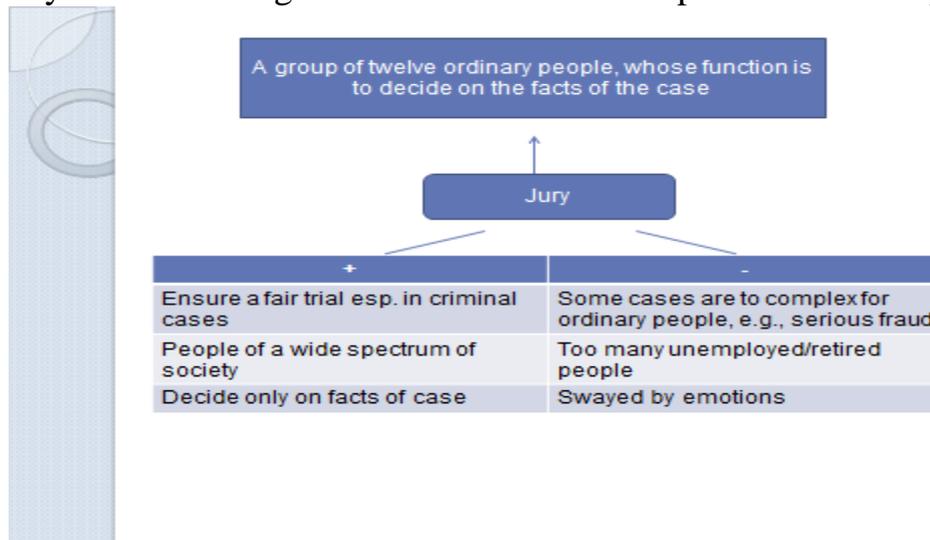
According to the lecture structure, students choose an effective way of taking notes. It can be tree diagram, flowchart, headings and notes, spidergram, table, or timeline, etc.

Such kind of notes helps students easily to reconstruct a lecture at home and saves time at the lesson.

But favorites of teacher and students are critical thinking activities. To illustrate the ways of organizing critical thinking skills development in ESP Law classroom, the following examples are provided below:

Listing Students brainstorm what kinds of crimes and wrongdoings they remember.

For instance, the notes for the lecture “Advantages and Disadvantages of Jury System” were organized in a kind of Concept Definition Map:



Ordering Students in groups divide their lists into groups. They should prove why they have grouped the words in this or that way. Students figure out which from their lists can be tort and crime depending on circumstances.

Then, in the same groups, students study two cases:

The defendant mounted a campaign of hate against an ex-work colleague over a period of 20 months. He sent over 800 threatening letters, would follow her home, wrote offensive word on her front door, drove past her house, stole items from her washing line. As a result, she suffered clinical depression.

The defendant peered through the window of a young woman's home late at night. He had entered the garden and went up to the window and peered through a gap in the curtain. The woman saw him and screamed but he did not move but kept staring she phoned the police.

Discuss in groups whether an assault in each situation is a tort or a crime? Think of possible charges and defenses.

In this article we shared our joint teacher-student experience of teaching-studying EAP/EOP Law and suggested some activities which we think to be useful for future lawyers academic and professional skills development.

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J21408-007**Napalkov S.V.****THEMED EDUCATIONAL WEB QUESTS AS EFFECTIVE MEANS OF IMPROVEMENT OF MATHEMATICAL TRAINING OF MODERN SCHOOL STUDENTS***Arzamas branch of the NNGU,
Russia, Arzamas, K. Marksa, 36, 607220*

Abstract. The article reveals one of the approaches to definition of the main components of modern educational Web quest technology to improve the process of teaching school students mathematics; reveals components of a themed educational Web-quest, its substantive content and particular; describes the organizational and methodological features of the implementation of the training students search and cognitive tasks of information content of themed educational Web-quest in mathematics.

Key words: mathematical education, modern technologies of training, information content, thematic educational Web quest.

Latest Federal state educational standards are focused on formation of such important personal qualities of high school graduates, as persistent aspiration to continuous self-education, permanent extension of available knowledge, expanding the sphere of their possible application in practice. Following abilities gain the great value: the ability to be guided in information streams, ability to find useful information in the Internet quickly, to analyze it and to use in your own activity, increasing efficiency of intellectual or physical work, tendency to independent decision making, the creative relation to educational or professional activity.

All this makes the problem of development of students' independent cognitive activity during training of current interest, makes it necessary to search for new ways and methodical means of its decision both in studying separate school subjects, and in organizing pedagogical activity within all educational process [4].

In spite of the fact that Internet resources are an important additional factor of improvement of a technique of training, under some circumstances, introduction of elements of the Web quest technology in educational process on mathematics occurs extremely slowly. Many scientists point to it: Ya.A. Vagramenko, S.P. Grushevsky, V.A. Dalinger, A.P. Yershov, T.V. Kapustina, A.A. Kuznetsov, O.A. Kozlov, V.M. Monakhov, I.V. Robert, E.I. Smirnov, etc. [3].

In our opinion, the reason is, first of all, in absence of the complete concept of Internet resources using in mathematical training of school students, and, last but not least, in undeveloped types of training tasks performed by using Internet resources for the purpose of development of school students' independent cognitive activity, and also in indeterminacy of their didactic appointment and place in educational process.

This is a question of using the opportunities of educational Web quests for the purpose of development of independent cognitive activity of school students training in mathematics training.

It should be noted that the term "quest" is, as a rule, familiar to modern youth. This term is referred to the "game" in which the participant has to achieve a specific

goal (to complete the task or actually "quest"), resorting to the help of the knowledge and experience, and also search of necessary information in the Internet.

Our research is an attempt to solve a pedagogical problem which is the development of school students' independent cognitive activity in interrelation with the solution of the didactic tasks facing the teacher at studying of each theme of the course. This kind of educational Web quests we relate to the themed ones. They allow you to turn lessons of generalizing repetition into exciting classes-reports of creative groups of pupils that enrich the acquired knowledge, expanding and deepening created views.

If Web quest has the information content which is defined by the maintenance of a theme of the course, by its purposes and objectives, and assumes performance cognitive learning tasks on search and information selection with use of the Internet resources by pupils, to promoting systematization and generalization of the studied material, its enrichment and representation in the form of complete system, we relate it to the themed Web quest. We consider the game form of performing Web quest tasks with self-determination role of pupils in mathematics training is being efficient.

A theme of the course that is studied for several lessons is defined as a forming substantial unit of the Web quest.

It is logical to believe that the maintenance of any theme stated in the school text book is limited to a framework of the curriculum and the program, and therefore can be enriched with the additional information containing in various manuals, books, reference books, encyclopedias and articles, which available to school students thanks to electronic resources of educational appointment [1].

In the theory of training in mathematics it is generally accepted that the final stage in studying of any theme of the course is of great importance, because many important issues connected with generalization and systematization of knowledge by allocation of leading ideas, methods, establishing links of concepts being studied with related concepts of another theme of the mathematics course or other subjects, allocation of key problems of a theme and ways of their decision, establishing links with the key problems of other themes similar or under the terms, or of requirements, or a way of the decision, systematic work on identification and elimination of mathematical mistakes of school students, etc. are resolved at the final stage.

The analysis of these directions of methodical work allowed to allocate following five components of information content of the themed educational Web quest as the main ones: <Theory> – contains information, cognitive learning tasks, allowing to deepen available knowledge, to receive complete idea about its place and role in the studied theory; <Appendices> – includes data and cognitive learning tasks which expanding ideas of possible using of studied mathematical apparatus in a theme of the course; <Problems> – accumulates information and cognitive learning tasks of research character which allow to find (or to open) the facts unknown for pupils, regularities, properties, formulas or the data connected with a training material of the studied theme; <Archives> – contains the data of historical and biographical character concerning a training material of a theme and cognitive learning tasks for data ordering, chronological or story representation; <Mistakes> – includes information on big and small delusions, the funny cases widespread or single

mistakes on a training material of a theme, taking place ever or with someone, and also cognitive learning tasks form is takes analysis and search of possible ways of their prevention [2].

In determining the general structure of the themed educational Web quest on algebra we proceeded from the fact that in the process of passing it students could form their own ideas about the global information space and its educational opportunities, perform cognitive learning tasks in mathematics in an unusual situation close to the home setting. At these classes students have to find themselves in the situation of a psychological freedom, the opportunity to combine active recreation with familiarization of computer technologies must appear.

And at the same time they could fill up and improve their mathematical skills in a relaxed atmosphere and in interaction with the same enthusiastic peers like themselves, learn to overcome difficulties, to solve problems. All this allows creating a favorable educational environment for development of students' independent cognitive activity and largely contributes to the humanization of teaching mathematics.

As a result, the general structure of the themed educational Web quest on algebra as a cobweb model reflecting components of information content, the area of self-determination role of students, the direction of substantial enrichment of a training material, specific differentiation of activity of pupils, logic of development by school students of an electron educational shell [5, 6] is offered.

Specific content of a task configuration of the themed educational Web quest on algebra is defined by sets of the requirements correlated: a) with a target orientation of a quest; b) with didactic problems whose solution is associated with performance of quest; c) with structural features of tasks; d) with the nature of mental activity occurring in their performance.

Depending on the level of preparedness of students of a particular school class, their cognitive abilities, abilities and inclinations, as well as the wishes of the students formulation of given tasks can be changed. It is important that in performing these tasks in the process of teaching mathematics students' genuine interest awakes, and their cognitive independence develops naturally.

In describing the characteristics of the organization assignments themed educational Web quest or development of its information content, we proceed from the fact that it is a process in which one can single out a few basic steps: a preparatory or initial (command), main (performing) and final (evaluative-reflective).

We also consider it appropriate to represent tasks in information content of themed educational Web quest in a context of any "legend", maintaining thereby visibility of a cognitive game.

One of the options of complete filling of a specialized website information content of themed educational Web quest on "Quadratic equations" is presented on the site matematikum.ucoz.ru.

The offered option of the organization of performance of themed educational Web quests in study of the main school algebra course can't be considered as unique, universal in own way, on the contrary, we treat it as a sample, allowing changes in the conditions of each individual school class.

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Razinsky G.V.

**ON THE PROBLEM OF THE DYNAMICS OF SOCIAL -
DEMOGRAPHIC STRUCTURE OF MODERN STUDENT**

*Perm National Research Polytechnic University
Perm, Komsomol prospect, 29, 614990*

Abstract. This paper analyzes the social transformations in values and behavioral positions of youth, in particular, the student segment of Russian society, the identification of the dominant factors of social life, indirect impact of social changes on these strata, which predetermined the above transformations, and led to qualitative changes in the socio-demographic structure of modern students.

Keywords: social stratification, social and demographic structure, youth and students as a substrate of the youth segment, youth marginality, paternalism syndrome.

Radical changes of the last two decades, which have occurred in Russian society, could not but influence the youth segment of its social structure, in particular, they influence students. The Laboratory of Sociology of Perm National Research Polytechnic University (PNRPU) has carried out studies affecting the problems of youth in these years, which have outlined a number of serious transformations in values and behavior of young people in general, including its student substrates. They are reflected in the following trends:

- dominance of the pragmatic motives to get the education;
- growth in the relativity of values and behaviors, spread of the trends towards instrumentalization with dominance of orientation on the material status of future work and career;
- utilitarian approach to the learning process at a high level of adaptation to the new market realities;
- growth of marginalization phenomena manifested, for example, in the low level of legal consciousness, spread of the religious-like consciousness, various youth deviance at a sufficiently high level of tolerance towards them, low involvement of students in the social life both at the normative and behavior level.

There are factors and phenomena of social life, which mediate the influence of social changes on youth strata, including students, and which are predetermining the above transformations.

Firstly, it is the transitivity of the youth status and its temporary nature due to the so-called orderly, organic marginality, which is linked to the process of socialization, assimilation of social experience and social roles to ensure the successful integration into the existing system of social relations. It also may be linked to the performance of the immutable duties, which are necessary to maintain the stability of the existing state system (classical types of such marginals are schoolchildren, students, conscripts) [1]. In the context of the transformational change these manifestations, which are specific not only to organic, but also to the "classical" marginality, are included in the register of such socialization processes as the assimilation of social experience and roles. In particular, it is described in the

works of E. Stonequist and R. Park and [1, 2], when there is the criterion change of the social structure of society and which is characterized by high levels of marginality, acquiring a relatively independent and often sustainable, self-sufficient character.

Secondly, this is the exposure to the crosscutting impact of paternalism syndrome among young people. Although its impact on the young people is significantly lower than on the other groups of the social structure of Russian society, nevertheless, its main manifestations occur among youth including students. These manifestations were studied within the course of research project on this phenomenon (the exaggeration of the state role, the conformist way of thinking and behavior, the division of the world into friends and foes, difficulties in making innovations, the social egalitarianism and the denial of social differentiation, the pursuit of social dependency) [3].

All of the above, having a self-sufficient value, was caused (has an impact in turn) by changes in the socio-demographic structure of the student society that have occurred throughout the years.

The study, carried out by the Laboratory of Sociology of PNRPU among the main universities of Perm and Perm Krai with interactive participation of the author (938 people were surveyed), revealed a number of very significant changes in the socio-demographic structure of the youth group compared to the results of similar study in 1984 (3352 people were surveyed).

Firstly, there were changes in the gender ratio of students (2/3 - girls and only 1/3 - boys). The percentage of girls in universities such as The Medical Academy and, in particular, The Institute of Culture has doubled (compared with 1984), whereas the percentage of boys among the students of The Technical University and The Agricultural Academy has grown almost twice in both universities. The percentage of boys in The Farm Academy has increased, however female students still constitutes the majority.

Secondly, if the inflow of students is supported by migrants from the various types of territorial communities, the growth rates of inflow of urban dwellers to universities are significantly higher (this is especially characteristic of such institutions as The Pedagogical University, The Institute of Culture and Agricultural Academy). The competition growth in the urban labor market and, accordingly, the increase in unemployment may become inevitable consequence of this phenomenon. At the same time, the decline in inflow of rural youth in high schools is dangerous due to the risk of further crisis growth in agriculture, because complication of the technological process in various areas of this industry is facing the shortage of the qualified professionals. The declining trend in the influx of young people from the countryside are likely to persist.

Thirdly, there have been significant changes in the social structure of students. The group of immigrants from peasant families practically disappeared. The number of immigrants from working class families decreased in several universities (especially in classical university, The Pedagogical University, The Academy of Pharmacy). Simultaneously, there was a significant increase in immigrants from families of intelligentsia (it is typical for classical university, The Pedagogical

University, The Medical Academy, The Academy of Farm). Given all positive consequences, this kind of social transformation poses serious problems both for society, in general, and specific areas of work, in particular, because the gap of the genetic connection between engineering personnel and operating personnel leads to increase in social tension among the primary collectives. The disappearance from the student society of the natives of the peasants, firstly, as already have been noted, will lead to the outflow of professionals from such a crisis industry as agriculture, and secondly, it will reduce the field of social reproduction of cultural processes in the countryside.

Fourthly, dominance among students of rational attitude to the problem of marriage (most of them are not in a hurry to establish a family) leads to disturbing trend of significant increase (more than three times) in those who consider their family life unsettled (divorced, single mother) during their studies in university. In conjunction with the liberalization of norms of sexual morality, which is observed among students (modern research has confirmed it), serious problem appears for both students and their success of studies, as well as for university management structures.

Fifth, there was the reduction in the number among the student community of those whose study in university was preceded by the military service (in 1984 -2.5%, after 18 years - 0.4%) or some form of employment (their percentage during the same period reduced 3.5 times from 18.1% to 5.1%). Exceptions are presented only by students of The Tchaikovsky Institute of Physical Education (8.7% were in the army, 15.7% worked) and The Solikamsk Pedagogical Institute (15.7% of ex-servicemen), which reflects the specific of not Perm universities. The main part of today's college students - is yesterday's students, who are related to the socially immature group taking into account their life values and social experience. This group is easily subjected to the external social influence, both positive and negative, and which is characterized by formal-instrumental approach to the choice of specialty and future profession.

Thus, the changes in the socio-demographic status of students are rather radical; largely it explains and defines those fundamental changes in youth, which characterize modern youth subculture burdened with marginal and paternalistic manifestations.

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Stegniy V.N., Kurbatova L.N.

**TEACHER IN THE CONTROL SYSTEM OF HIGHER EDUCATION
INSTITUTION**

*Perm National Research Polytechnic University,
Perm, Komsomol Avenue, 29, 614990*

Abstract. This article considers the interrelation of the system effectiveness of management in higher education institution and the effectiveness of its activity; the subjects of educational relations, which the most actively influence the higher education institution policy; forms of participation of teachers in the higher education institution management; the relation of teachers to the generation of SES of HPE; the process of training of bachelors, experts, masters; testing of students, qualitative characteristics of the innovative higher education institution.

Key words: system effectiveness of management in higher education institution; subjects of its today's low efficiency, first, in the control system of it, quality of education.

One of the most acute problems of modern Russian society is the problem of quality, efficiency of modern education [1]. The effectiveness of social institution in society, effectiveness of society, overall, depends primarily on the effectiveness of the control system of it. Political, economic, managerial analysts of the education system think that the reasons for low efficiency of social institution are linked, especially, to the management of it. This approach allows us to pay attention to the hypothesis: efficiency of education in the country depends on the effective functioning of the Ministry of Education and Science of Russia. At the regional level, it depends on the Regional Ministry, at the level of the city - department of education, at the university level it depends on the work of administration, at the faculty level - on heads of faculty, at the department level - on head of department, and on control system of it. In this case, we are interested in this interrelation.

At the same time, it should be specifically noted that the assessment of education quality and the assessment of management system of it are different. School students and university students have their own opinion about education; managers in education system from the Ministry of Education to higher education institutions and secondary schools give different estimates. Parents, researchers, employers, politicians, economists, school teachers, university professors, etc. give different estimates, but they have the same opinion that today the education management system is ineffective and the quality of education over the past 20 years is decreasing. Although many decisions and steps were adopted over the years. What is the return or feedback from these decisions?

To obtain such information, we used a sociological approach, empirical sociological study, which allows getting this kind of information [2]. University teachers were chosen as experts in higher education and the effectiveness of management of it, because from a professional point of view university teachers are leading specialists in this field. Moreover, the quality of education depends primarily on the quality of selection of teachers in any educational team.

The teachers have not only evaluated the effectiveness of the current management system in high school, but also have identified a few ways to improve it.

The traditional structure of university management satisfies every third teacher, another third of respondents prefer the modification structures, one person out of five prefers the use of automated systems in the management, and 16 % of respondents are oriented towards the elected administration (self-administration).

According to the respondents, the subjects of educational relations, which have a strong effect on its policies in key areas, play a lead role in the functioning of the university.

All subjects can be divided into three groups by measure of influence on policy development of universities:

1 group – the most influential: Ministry of Education and Science, university administration, faculty administration, heads of departments;

2 group – less influential than the first group: the Academic Council, the Academic Council of the Faculty, founders, teachers;

3 group – less influential than the subjects of the first two groups: employers, students, parents of students, union committee (table. 1).

Table 1.

Subjects of the educational relations, which are most actively influencing the policy of the university (% of respondents)

Subjects of the educational relations	Activities					
	Admission of students	Content of educational programs	Distribution of funds	Scientific activities	Human resources policy	Innovation policy
Founder	14,5	6,1	19,5	6,1	9,8	11,4
University administration	26,3	11,8	55,6	18,2	42,8	38,4
Academic Council	4,0	10,8	7,4	33,3	13,8	25,3
Faculty administration	30,6	9,1	26,3	10,8	29,3	9,4
The Academic Council of the Faculty	5,7	10,8	3,7	27,9	19,2	14,8
Heads of departments	16,5	35,4	20,5	46,1	38,7	16,5
Teachers	9,1	44,1	0,7	27,6	3,0	7,4
Union committee	2,7	0,0	8,4	1,0	7,1	1,3
Students	13,8	2,4	1,7	10,1	1,3	3,0
Parents of students	20,9	1,0	2,4	0,3	0,7	0,7
Employers	11,1	8,1	3,7	6,4	7,4	9,8
Ministry of Education and Science	26,9	35,7	21,9	12,8	17,2	24,9

What subjects have the biggest impact on the activity of higher education institution and what the least impact?

The founder has the greatest impact on the distribution of funds. He has less than half influence on other areas of activity, but it exists.

The University administration has the greatest effect on the distribution of funds. Slightly less than the distribution of funds, but a strong influence it has on the human resources policy, innovation policy, admission of students, scientific activities. The impact of administration on the main activities of the university is several times bigger than the impact of other subjects of educational activity. That should be the case, because it is the central institution of the university.

The Academic Council of the University has the greatest influence on the research activities and innovation policy. It has less influence on other areas of the university, although its impact is much lower, but it is sufficient.

The Faculty administration has the bigger influence on the admission of students, human resources policy and distribution of funds. It has less influence on other areas of the university, although its impact is much lower, but it is sufficient.

The Scientific Council of the Faculty greatly influences the research, innovation, human resources policies. It has several times less influence on other areas of the university

The heads of departments have the biggest impact on the content of the educational programs, scientific and human resources policy. They have less influence on the admission of students, distribution of funds, innovation policy, although its impact is much lower, but it is sufficient.

The teachers have the greatest influence from their part on the content of the training programs and scientific activity. They have an influence on other areas of the university, but their impact is much lower.

The Union committee has an influence on all areas of the university, but it is minimal.

The students have partial impact on the admission of students, scientific activities, regard to other activities the impact is minimal.

The parents of students have an influence only on the admission of students to university, which is quite natural.

The employer has an influence on areas of the university, but it is very low, although nothing is moving forward the education and science, as production do.

The role of the Ministry of Education and Science is very significant in all spheres of life of the university, as it should be.

If to consider these activities in the context of the degree of influence on them of all the subjects of educational activity, the greatest impact they have on scientific activities and personnel policy. They have lower influence on the content of the training program and student enrollment. They have the lowest influence on the distribution of funds and innovation policy. These are the questions, which are managed centrally.

Considering the influence of the subjects of educational relations on the university policy, the involvement of teacher in the management should be distinguished among them separately (Table 2).

Table 2.

**Official participation of the teacher in the management of the university
(% of respondents)**

Areas of activity	Type of participation		
	development of the solutions	coordination of decisions	decision-making process
Organizational and legal	27,6	20,9	6,7
Agenda	33,7	17,8	6,7
Administrative	22,9	19,2	7,4
Information and referral, referral and analytical	33,0	18,9	11,4
Reporting	42,8	18,2	10,4
Financial	26,6	17,8	5,4
Material and technical	27,9	16,5	4,4
Contractual	31,0	19,5	10,8
Documentation and information	36,7	20,5	11,1
Final distribution	53,7	32,2	14,1

Every second teacher is involved in developing solutions in different fields of activity, every third is involved in the coordination of decisions, but only one of ten is taking part in decision-making process.

Education reform is embodied in the Federal law "On education", which can be implemented for the long term [3]. At the same time, according to more than a quarter of teachers, this law does not correspond to the development of modern Russian society, 20 up to 40% of the respondents note incompatibility with Western standards.

The transition of higher education in 2011 to the 3rd generation of SES of HPE is aimed to solve the problems of modern education. Does the competence approach of adopting the educational standard of the third generation meet the conditions of modern society? 74% of respondents believe that the 3rd generation standards does not meet the requirements of modern society (!).

Among the respondents, only 5.1% of teachers indicated full conformity; 50.2% - not entirely conform; 23.6% - full inconformity; 18.2% - undecided.

Of course, it is worth to listen to the experts, who are implementing competency approach, and make appropriate corrections to bring it into line with the prospects of post-industrial informational and innovation society.

To confirm this viewpoint, the characteristic of 3rd generation educational standards given by teachers can be provided. 4.7% of respondents think that new standards have progressive nature and meet the requirements of modern society, its educational and scientific-technical potential. 53.2% of respondents think that new standards need to be improved to meet the nature of the educational, scientific and technical potential; 23.6% - new standards do not meet the requirements of modern society and its educational and scientific-technical potential; 14,1 % - were undecided.

One of the main innovations of 3rd generation of the SES of HPE is the transition to a two-step system of personnel training, in higher education: bachelors and masters.

Respondents believe that nowadays professionals are required in the vast majority of cases, masters are required 8 times less, in their opinion, and bachelors are required 4 times less than specialists. Bachelors and masters are required in limited quantities, especially the masters. Only less than one fifth of teachers expressed the view that they are required in equal shares. There were most bachelors and masters in the column "not required", there were almost no specialists (20%).

The transition to the 3rd generation of the SES of HPE is mostly related to the mass introduction of testing of students.

Another proof of inconsistency of higher education reform with the requirements of the modern post-industrial society is the nature of control over knowledge of students in the learning process, which was implemented in accordance with the Bologna agreement [4]. The Law "On Education" of Russian Federation established the test system control of knowledge of students. Throughout the time of using the test form of control, teachers and students constantly note that they are dissatisfied with this system of assessment of students.

In this study, teachers were evaluating the test system depending on situational forms of control of students' knowledge. Teachers welcomed only the test form, which they have developed themselves. This is natural, since teachers are developing tests according to their methods of teaching (69%). Every second teacher feels negatively about tests, which are presented by the Ministry of Education, and every third is indifferent. Attitude towards routine testing during the accreditation is not unambiguous. Groups of teachers, depending on the attitude, were distributed approximately uniformly: teachers, which have commended – 32,0 %, teachers, which have assessed negatively – 35,0 %, indifferent – 24,2 %. It should be noted that teachers have the same negative attitude towards replacing a state exam to USE.

Adoption of the Law "On Education", 3 generation SES of HPE, the transition to the two-stage training of specialists, etc. are aimed at making the university to meet modern requirements of training [5].

Interviewed teachers rated on a five-point scale the correspondence of university with specific quality characteristics. According to teachers, the degree of correspondence is within 3.42 points.

Rated quality characteristics can be grouped under the following features:

- *The educational process (3,54 points)* – «readiness to modernize the educational process» (3,58 points), «readiness to use innovation in educational programs» (3,54 points), «establishment of the modern material and technical base of training process» (3,49 points);

- *Research activities of the university (3,13 points)* – «readiness for risk to create advanced scientific and technical reserve» (3,04 points), «establishment of a modern material and technical base of research and development» (3,42 points), «ability to export research activities and developments to the international scientific and technological community» (2,92 points);

• *Socio-economic activity (3,60 points)* – «competitiveness in the education market» (3,79 points), «willingness to compete through budgetary and extra-budgetary funds» (3,68 points), «possession of the market of technologies to get extra income» (3,34 points).

The analysis of opinions of teachers about the nature of higher education reform reflects the current situation in the post-Soviet period in this area. We are witnessing a process of transformation in all spheres of management of higher education institution.

Firstly, the transition to the market system of relations determines the priority of socio-economic activities of higher education institution, because reform of the educational system is focused on this area.

Secondly, Perm National Research Polytechnic University has the tradition of educational management of excellence, developed over 60 years (engineering workers). This activity of the higher education institution is carried out in close connection with the productive sector of the economy of Perm Krai that allows the higher education institution (teachers) to respond quickly to technical and technological changes. This has contributed to the development of adaptive features of high school in the educational process.

Thirdly, the transition to the market relations affected the form of organization of the scientific process at higher education institutions. The main problem is that the mission of the higher education institution includes two aspects: education and science. Scientific sphere, in turn, plays two roles: fundamental and applied. "Market" requires activation of applied scientific issues, while education can develop in a context of functioning of the fundamental technologies of the educational process. This situation inevitably creates main risks in the scientific activities of teachers, and, consequently, in the system of university.

Based on information obtained in this research it is possible to consider the strengths and weaknesses in the activities of the modern higher education institution, problems, which are entirely, solved somewhere, problems, which are solved at the average level, somewhere these problems are solved in a satisfactory manner, but somewhere they are not solved at all. After identifying problems modern control system would direct its activity to solution of these problems [6], to the implementation of the Law "On Education" and the third generation of SES of HPE.

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J21408-010**Annikova L.V., Kolesnikova T.V., Tarasova S.I., Taranova E.V., Dub G.V.
THE ROLE OF PUBLIC ORGANIZATIONS IN THE REALIZATION
OF PROGRAMS OF SOCIAL REHABILITATION OF CHILDREN WITH
DISABILITIES IN THE LOCAL COMMUNITY: SOCIOLOGICAL
ANALYSIS**

*FSBI HPE "Stavropol State Agrarian University",
Russia, Stavropol, ln. Zootechnicheskiy, 12, 355017*

Abstract. The paper presents the results of a study of socio-cultural perspective of integration of children with disabilities in the local community, highlighting in the process the role of public organizations. The main method of research is expert surveying. The study identified gaps and features of the system of social support, which a public organization can provide. The problem analysis was done through the prism of the opinions of experts of state social services for families with disabled children.

Key words: children with disabilities, public organization, local community, problems of integration of children with disabilities.

Currently, in the context of the formation and development of the civil society in Russia the question about the role of the so-called "third sector" (non-profit, civil) in solving the problems of people with disabilities in the comprehensive rehabilitation of multilevel space represents a current interest.

In this context the non-profit sector organizations are considered to be those which do not aim to attract profits as the main objective of their activity [1], those which can be created to achieve charitable, cultural, social, educational, and other purposes, aimed at providing public goods [2].

In April of 2014 the group of authors conducted a sociological study "Socio-cultural integration of disabled children in the local community." The main research method was the expert survey (sample type - target). In total 122 people were interviewed. The experts were represented by specialists, occupying various positions in the institutions of social protection and public services of the Stavropol Territory.

The study was supposed to answer the questions: what are the problems of disabled children and their families who need assistance from public organizations? What is the role of public organizations in the implementation of rehabilitation programs for children with disabilities in a particular area?

The study showed that the main problems of children with disabilities and their families that remain unresolved for several reasons, and which, according to experts, "do not overlap" by the existing system of assisting to them: material support (44% of respondents), problem of learning (58% of respondents), integration (62% of respondents). Among the situations the most frequently cited by respondents, which children with disabilities encounter, you can highlight the basic problem both for themselves and their families: psychological barrier limiting the livelihoods of a disabled child as an equal member of our society [3]; its "isolation in itself", isolation, distrust of authorities, specialists of social protection institutions, non-

governmental organizations ; passive attitude and lack of motivation to solve their problems [4].

The main reason that prevents people with disabilities of all ages from integrating into society, according to people with disabilities themselves, 57% of experts called the inherent sense of shyness, shame, low self-esteem, isolation, indifference, misunderstanding, fear of being deprived of certain benefits and privileges.

In turn, 52 % of experts believes that "bureaucratic approach" to social services, the continued activity in most public institutions, is the main reason that people with disabilities and their families " get disappointed " with the state social policy and they do not trust public and local authorities , public organizations, and therefore represent passive recipients of social assistance. One opinion of an expert should be noted, he believes the reason for this distrust of families with children with disabilities, is the factor that "not at all levels of social protection systems, such families, are supported." This circumstance suggests an expert understanding of the fact that the content of the activity of public organizations and government agencies in general differ by function , which affects the nature of their support [5]. The rest of the experts do not see, unfortunately, specific differences in the public and non-profit organizations (in particular, in functions they implement).

According to 18% of experts, the state social policy is not currently able to provide the basic needs of children with disabilities fully and the imperfect legal system limits the realization of their rights. 36% of the experts pointed out that if we "change the approach of the state and society to families with disabled children", and for the families themselves - to have "more public trust", the result could have an impact on the change of the life position of this population category.

The interest for the study is the fact that 38% of the experts noted all known areas of activity, which public organizations must deal with to address the problems of children with disabilities, without singling out any particular one direction. Among these directions can be noted: development and implementation of rehabilitation programs, psychological support, medical services, educational support for a child [6] family, social and personal services, cultural and leisure activities, legal support, information services [7].

The survey revealed a low level of awareness of experts in defining the goals and activities of public organizations in general, to solve problems of children with disabilities in particular (who? how? by what means? under what conditions? How much? etc.). However, for the most part, the experts recognized the need for it, and even described in general terms, what it should be like.

According to these estimates, 32 % of the respondents consider there should be a fund that will address the problems of children with disabilities and children who have not received a disability, but have health problems, as well as their parents. Such public organizations, according to 38 % of the experts, can provide with various kinds of services to children with disabilities, and parents who have a child with a disability may be potential employees of the organization (consider 68 % of respondents). Public organizations' financing should come from the federal budget (64 % of respondents). Public organizations' services should be provided to families

with children with disabilities free of charge or depending on the per capita income of the family (59% of respondents). 32 % of experts consider all structures as partners of public organizations: public authorities and local government, health , educational, cultural , media institutions, etc. 36 % of the experts see the role of public organizations as an intermediary in helping families with disabled children [8] (between the family and other supporting organizations) .

The research data makes it evident that in the local community and environment of vulnerable categories in particular , the dependency mindset, "patriarchal " ways of thinking ("the state should feed") , the position of " every man should strive for himself " is still conserved. It is found that experts from the state institutions are poorly informed about the state of society to tackle the problems of children with disabilities and about the purpose of the public organizations; they can not accurately determine who should set up such organizations, who exactly they should support and by what measures; how their intermediary function should be realized, and on what basis the funding should be done. However, the tendency to change this perception in the social sphere specialists has already emerged. And, in our opinion, disabled children and their families, the community itself, should be gradually competently "prepared " for the idea of developing public organizations as an intermediary organization to exercise active citizenship, to the broad public participation and solidarity.

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Boutkovskaya S.A., Volkova A.M.

**INTERRELATION PECULIARITIES OF THE SELF
PRESENTATIONAL LEVEL AND PERSONALITY TRAITS**

*Amursky Institute of Railway Transport – branch of the Far Eastern State
Transport University in Svobodny, Svobodny, 40 Years of October, 74, 676450*

Abstract. The paper presents a pilot investigation of interrelation peculiarities of the self presentational level and personality traits.

Nowadays professional skills alone do not guarantee successful realization of business projects nor do they create a good reputation in business circles. One must gain the audience's (partners' and clients') favor, i.e. create one's own unique business image. In other words, every specialist needs his/her own business image, i.e. the impression s/he makes in the business world that serves as a reflection of his/her personality and shows his/her business and human qualities. From this angle investigating self presentation in connection with personality traits seems interesting and topical.

Self presentation investigations deal mostly with different strategies and tactics of self presenting. There is not much information about the interrelation between personality traits and effectiveness of self presentation.

According to many authors self presentation is a deliberate and conscious behavior intended to make a particular impression on other people, ability to present oneself by attracting other people's attention, actualizing their interest to one's video-audio qualities." (M. Ries, Zh. Tedeschi, V.M. Shepel)

In the literature we often come across such synonyms of self presentation as impression management and self introduction.

Self presentation is a kind of bridge, a mediator between one's inner world and the outer world of other people; it is a means of external manifestation of one's inner self. It is a behavioral expression of the self image and is a way of regulating the interrelation of an individual with the social setting. As a rule, self presentation is intended to create a socially approved image of an individual. In fact, almost any person is interested in making a positive impression on other people.

Self presentation refers to the desire to present one's image both to the audience (other people) and to oneself. An individual learns to manage the impressions s/he makes on other people; people express themselves by manifesting a certain human type in their behavior. In familiar situations it requires no conscious effort, in unfamiliar situations a person, as a rule, consciously controls the impression s/he makes on other people. For some people a conscious self presentation is a way of life that includes a continuous control of their behavior and other people's reactions, correction of social activity.

Self presentational motivation lies in one's desire to approximate the real self image to the ideal one. In the literature we read that people with such traits as sociability, empathy, reflexiveness, and self control have better self presentations.

Our aim is to empirically investigate the relation between self presentation and personality traits.

30 students of our institute, age range 18-20, participated in our research. In our investigation we have used Cattell's 16 personality factor questionnaire, and the method of expert evaluation of self presentational effectiveness by G.E. Semyonova-Polyakh.

The expert evaluation means that the students

first, evaluated the significance of each component in the whole self presentation;

second, they evaluated their group mates according to all suggested components.

The expert evaluation method of self presentational effectiveness includes the following components: speech tempo, voice quality, appearance, smell, tactile impact, abilities to provide arguments, persuade, manipulate, inspire, observe personal space, grammatically correct phrasing, logical thinking, erudition, charm, and the status in the group.

To reveal the significance of self presentational components in the process of social interaction we ranked them. Then we divided them into more significant and less significant components of self presentation in social interaction.

The most significant, i.e. having the most influential potential, are appearance, abilities to give arguments and persuade, and grammatically correct phrasing.

Less significant are speech tempo, smell, logical thinking, and erudition.

The least significant is the ability to observe personal space.

Thus, we found that the impression one makes on others is determined first of all by appearance and communicative skills, and not by intellect and erudition.

To find the interrelation between the self presentational specific features and personality traits we divided our sample into two groups. The first group consisted of the students with a high self presentational index. We agreed to call this group "Effective self presentation" (12 students). The second group included the students with a relatively low self presentational index. We agreed to call this group "Ineffective self presentation" (18 students). So, we divided our sample into two parts according to the level of self presentational effectiveness.

Self presentational components in the two groups are different.

The most different are the following ones.

1. The ability to manipulate. Self presentational effectiveness is largely determined by one's ability to make other people do something to benefit the self presenter. Very close to manipulation is the ability to inspire which manifests itself in the ability to influence both the conscious and unconscious of the people; it also determines the success of self presentation.

2. Self presenter's status in the group. The higher status s/he enjoys the greater impression s/he makes on other students and has a greater influence on them.

3. The abilities to provide arguments and to persuade, erudition, grammatically correct phrasing and logical thinking. Expressive speech (eloquence), its rich content, knowledge in different spheres, spacious intellect, communicative competence, ability to defend one's viewpoint contribute to a better impression of the self presenter in the social interaction.

4. Voice quality and speech tempo. The effect that the word has on the audience and the impression it makes greatly depend on the emotional coloring of the voice, its

quality. The strength of voice (not the meaning but the sounding) can show one's attitude to the subject of the discussion, infect the listeners with the self presenter's feelings or help to better understand the meaning of the utterance. Speech perception greatly depends on its tempo, too. Speech tempo is the speed of pronouncing sounds, syllables, and words in a period of time. If the speech is very quick, the listeners do not understand what the speaker is talking about and cannot remember the information. Very quick speech irritates listeners. If the speech is very slow it is difficult for listeners to single out the important information, which leads to losing the main idea of the discussion.

5. The ability to observe personal space. A proper social distance and an adequate position between the speaker and the interlocutor undoubtedly make a good impression on other people.

6. Charm and ingenuousness are also very important. Sometimes it is charm that plays a decisive role in what impression one makes and determines the success of self presentation.

7. Tactile impact and smell also influence the impression one makes but in a lesser degree than the components mentioned above; probably, because they are less conscious.

The qualitative analysis of the results with the help of Cattell's test revealed that the students in the "Effective self presentation" group are more active, emotional, expressive, natural and relaxed (A factor 'kindness', F factor 'expressiveness'), refined, exquisite, desiring protection (I factor 'gentleness'), responsible, persistent, businesslike (G factor 'responsibility'), independent and self sufficient (Q2 'self sufficiency'), having a more spacious intellect (B factor 'intellect').

In the "Effective self presentation" group the leading personality traits are emotional stability, self government ability, and self sufficiency; in the "Ineffective self presentation" group they are dominance, expressiveness and self control.

So, we can conclude that there is interrelation between self presentational components and personality traits, although our sample is not very big.

Our data corroborate the results that other researchers have obtained earlier (O.S. Vikhansky, E.V. Zmanovskaya, E.B. Perelygin, A.Sh. Sanatoulova, V.M. Shepel).

Our results make it possible to assume that a person who makes a great impression by the outward appearance has such character traits as communicative competency, expressiveness, emotional stability, courage, impressionability and self government ability.

A person who does not impress very much at the first meeting is probably self sufficient, critical and somewhat skeptical. Therefore, one must take these peculiarities into account while interacting with other people and making self presentation.

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Bakunova I.V., Maznitsyna E.A., Hristych E.A.

**THE PREVENTIVE WORK WITH ADDIKTIVE TEENAGERS IN THE
CONDITIONS OF THE SUMMER RECREATION CAMP**

North-Caucasus Federal University, Stavropol, Kulakov Avenue 2, 355029

Annotation. This article is devoted to the problem of the addiktivny behavior as one of forms of destructive behavior of the personality. The special attention is paid to the prevention of addiktion during juvenile age in the conditions of the children's recreation camp. The options of the possible directions of the preventive measure with children in summer camp are also considered.

Keywords: deviant activities, addiktivny behavior, addiktion, prevention of the addiktivny behavior.

Inside a very difficult and various category of “deviant activities of the personality” it is chosen the microgroup of dependent or addiktivny behavior. Now days the dependent behavior of the personality is a serious social problem as it can have various negative consequences in a difficult form: a decrease of working capacity, a conflict, asocial (including – an autoaggression) behavior, delinkventny manifestations and a suicide. Urgency of an issue of the addiktivny behavior is caused by growth number of dependent people all over the world.

As a dependent (addiktivny) behavior it's understood “an aspiration to rely on someone or something with the aim of receiving satisfaction or adaptation” [3]. Such behavior is characteristic for those people who wish to leave the reality due to the change of mental state. This desire “to hide” from external conditions can be shown in any kind of activity or in acceptance of chemicals. But all these ways painfully affect the person: a social disadaptation, a degradation of the personality, emotional and intellectual frustrations, the strong-willed violations expressed in irresistible desire to repeat the chosen way of behavior.

The main group of risk for formation of addiktivny behavior is teenagers. Owing to the psychological features they are in a transition, crisis state, they overcome any stressor with difficulties, show constant displeasure of their own life, and their surrounding. Teenagers often have high requirements to themselves and if they can't find any way of purposes' achievement, they become reserved and console themselves by means of alcohol, drugs, the computer and other addictions. In the situation of a nervous overstrain teenagers are often inclined to avoid the developed life situation, this flight is expressed in addiktivny behavior [2].

Prevention and correction of various forms of deviant activities and addiktivny behavior of teenagers, and also increasing of competence of parents in education questions becomes a psychology and pedagogical task in such situation. Prevention is one of the main and perspective activities in psychology and pedagogical work. Life daily convinces that it is easier, with much smaller expenses for the society and personality not to allow possible deviations in actions or behavior of the child or teenager, than later fight with already come negative consequences. The solution of this task is an implementation of primary psychology and pedagogical prevention of dependent behavior, it is assigned to the psychological service of educational

institution because children spare the majority of their time at school. Educational psychologists and social teachers create and realize preventive programs specially, including special occupations in the general curriculum.

The main principles in the preventive activity are complexity, differentiation, a continuity and sequence[4]. But if the work of prevention of addiktivny behavior of teenagers is conducted generally by educational institution, how is the principle carried out during summer holidays when children “drop out” from educational process for three months? This time the majority of children and teenagers spend their leisure-time without any control of parents and teachers, this can promote familiarizing of children with different addiktion (alcohol, smoking, game dependence, etc.). In this case a children's recreation camp has a great value, not only as a place of the organization of the active and organized rest of children, but also as a place of continuation of implementation of preventive programs for prevention of addiktivny and deviant activities.

The purposes of preventive work of a children's recreation camp are:

- 1) fixing of that knowledge and abilities which teenagers gained in the conditions of school prevention;
- 2) formation and development of personal and social qualities which will interfere with emergence of addiktion (an adequate self-assessment, strong-willed qualities, fear overcoming, formation of system of values, etc.)

One of the camps, enabling the realization of preventive programs, is CRC “Premiera” in Krasnodar Region. Special events, directed on formation of value of health and a healthy lifestyle, are realised by every stream. There are different sports circles and the circle “Health Suitcase” where educational work is held. The psychological service works at the camp which helps not only with the solution of personal problems of children and employees works, but also gives classes with groups in prevention of dependent behavior.

There are following psychological services at the camp.

Educational work is an expansion of fields of knowledge of teenagers about mechanisms, development the addiktivny of manifestations and their consequences, social advertizing.

The diagnostic direction deals with the problem of diagnostics of personal features, determination of character and policy of the family relations, obtaining information on an extra family circle of contacts, social interaction of the teenager with contemporaries and so on. After realising diagnostics the group is formed, it includes children with available dependence (very often it is nicotinic dependence) and, of course, the children inclined to addiktivny behavior. For this group the special program of circles' visiting and special courses is formed. One of such special courses is the course "Live Paints" where the isotherapy method is applied. Art creativity promotes formation of such lines as adaptability, the judiciousness, an adequate self-assessment, independence, ability to self-expression. Isotherapy helps to sublimate negative experiences with the help of special social acceptable ways, expressed them by visions[1]. All this can be considered as the base promoting development of the harmonious personality, not subjecting to the forms of dependent behavior.

Work of priorities' formation is an informational support in the aspect of refraction of free activity of the youth in sections and problem groups in different directions, considering specific features and preferences of teenagers.

“Personal example” is a participation of teenagers in informational and educational work, the organization of circles, the organization and making competitions, exhibitions, etc.

Organization of the promotional events for healthy lifestyle – days of health, rope courses, sports competitions, and also the events which are held in each group, directed on fight against smoking.

Educational activity has to be carried out not only at the level of work of the camp psychologist with the teenager, but also in all spheres of activity of children's camp. An important value is played for teenagers by a personal example of the leader and his work with them on healthy lifestyle formation.

The program of prevention of the addiktivny behavioris realised in “Premiere” and shows the efficiency after the first stream. Conducted surveys and questionnaires show that at the end of the stream the percent of children with steady negative attitude to the use of nicotine, alcohol and PEAHENS is increasing.

In the group of children who were engaged on the special program, aggression and hostility level decreases, they start adapting for difficult and constantly changing conditions not by means of a cigarette or alcoholic drink, and by means of the personal potential and skills of self-control of behavior.

As the problem of addiktivny behavior, unfortunately, remains still actual in our society, it is possible to claim safely that work of psychology and pedagogical prevention of addiction must be realised in each summer recreation camp. It will help to create united system of prevention today. The psychological service of children's camp plays an important role in creation of such system.

Complex and regular work of educational and improving institutions, establishments of additional education of prevention, will help with decrease in growth number of children and teenagers with addiktivny behavior.

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Kuzyuk I.G., Tuch V.V.

ONLINE EDUCATION IN MODERN SOCIETY
Polytechnic Institute of the Siberian Federal University
Krasnoyarsk, Kirenskogo 26

The authors emphasize the fact that in modern education new methods of learning which lead training beyond the normal in today's information society and their impact on the educational process and its shape.

Key words : information society , education, online education, self-study , distance learning, the teacher's role .

The relevance of this article due to the factor that in modern education for students actively new methods of acquiring knowledge. Since education - one of the most important human values. Engineering education - one of the most important values of Russia, bail industry and modern technology, and hence its stability and a decent place in the global world community [2]. After all, «in the present circumstances the teacher didactic activity aims to combine into a single complex content, methods, forms of training, which is based on a textbook to improve the effectiveness of teaching students, primarily by increasing the intensity of independent work» [3]. Independent work of students at the present stage transformation of the higher school - a system of interrelated technologies aimed not only at achieving educational goals, but mainly on the formation of the personal qualities of the future expert - self-knowledge, self-development, self-realization, which in turn form a new competent person , meets all the requirements of the market [4]. «Reforming education due to the transition to the information society, the integration into the global system of education, which is associated with the development and implementation of the educational process the new information and communication technologies. This process is considered as the creation of a unified educational electronic environment. One of the main ways to improve the educational process - it is his informatization» [7]. An example of effective work with students is the creation of e-learning in an interactive learning environment allows you to transfer learning beyond the usual educational process at the university. To date, online education in the educational process is rapidly gaining momentum around the world, including in Russia. Using online learning, each teacher has the opportunity to get involved in the activities as the head, which implies recognition of the ultimate goals , self-evaluation of its results [8].

There are many aspects that affect global issues to improve the quality of education through modern technology. Consider the most important, from our point of view:

Firstly, it is the mobility and tablets. In terms of mobility training ceases to be an autonomous process, which occurs only in the classroom hours at the university , as noted above. Now training can be effective in any place and at any time. Mobility of the educational process facilitated by the use of devices such as laptops, tablets (tablet computers), and smart phones (mobile phones with built-in operating system). There is currently a boom in popularity of tablet computers: it is understandable,

because they combine the power of a conventional computer and mobility associated with the compact size of the device. Tablets easily integrate learning, games and receive any necessary information.

In - the second, the transition from illustration to video lessons. Video - is a powerful learning tool, because is visually attractive material easy consumption, short in duration, but nevertheless rich in terms of content. This is especially true in view of the fact that people of all ages have the experience of consuming information via video.

Third, the planning of blended learning. Over the last decade combined training has become a hot topic of discussion - it is because the power of combining online learning with practical workshops have proved. Such a model is called «FIR- model», which comprises:

- fundamental training (F), which consists of short modules that introduce the concepts , processes, policies and procedures stipulate. This type of training usually includes a model of remote data transmission , such as through online services, which reveals the theme of the lesson, using the rich capabilities of the service - this presentation, demonstration desktop, interactive whiteboard , chat;

- immersion (I) is the use of studying earned material. For this type of training is often used classroom instruction, workshops and discussions. As an alternative educational process provides virtual learning lab, virtual testing. A student may at any convenient time to review course material as many times as he needs to fully understand, and then safely pass the proposed test;

- strengthens the training (R) may include a discussion using network resources of any student. Joint discussion helps in practice to disassemble the difficulties that may arise in the course of their assignments.

Fourth, to promote collaborative learning. Today, thanks to the improvement of the quality of communication networks and the communicators themselves, students can communicate with each other at any time, in real time, performing and working together. These tools make changes in teaching methods [6].

Currently, there are several challenges that impede rapid growth in popularity of such models of learning. Studying materials online, prospective students use them qualitatively high standard and ready to learn, with the teacher and the group working on the topic of interest more deeply and systematically. And in this connection becomes even more important role of the teacher, the most important task - to learn to live in the virtual world does not get lost in the vast flow of information, to be able to find and use the knowledge. Effectiveness of the educational process depends not only on the professional level of the teacher, his ability to absorb innovations [1].

Fifth, a combined approach that combines classroom training and distance learning, allowing the student to deepen knowledge through fundamental training.

Thus, simulating a situation can motivate the student to work in teams and solve many complex problems, thereby allowing them to demonstrate their skills and show personality. And education, using new information technologies should become the core of the information society and one of the priorities for further development of mechanisms that ultimately means increased attention to all information aspects of the educational process [5]. Same role of the teacher is not limited Dispatches certain

amount of information to the audience - its role is to change the very idea of learning. Innovative look at the process of formation implies that training - its part of the equation: «the development of = materials and outputs + individual approach and mentoring + expert consultation+ discussion with all participants in the educational process».

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J21408-014**K.F. Gabdrakhmanova, F.G. Usmanova, E.R. Vasilyeva****SOCIAL PROJECT AS A MEAN OF DEVELOPMENT OF THE INTERCULTURAL, COMMUNICATIVE AND ENVIRONMENTAL CULTURE IN STUDENTS OF TECHNICAL UNIVERSITY***FSBEI HPE "Oktyabrsky Branch of Ufa state petroleum technological university"**RF, republic of Bashkortostan, 452600, Oktyabrsky, Devonskaya 54a*

Abstract. In this paper the problems of formation of communicative competence associated with the development of globalization processes are analyzed. In modern Russian society for students being future experts of social orientation pragmatic and social-psychological aspects are the most important success criterion of communication. In current situation in the world community, because of the urgent environmental, social and economic problems each person confronts questions about his participation in solving them. As a consequence, there is a need in the education process to give weight to these factors and use innovative interactive methods of teaching students, such as trainings. Social and ecological competences formed in such a manner in future will undoubtedly help students in achieving sustainable development as their individual personality and a society in whole.

Key words: social and ecological competence, competency, training, global ecological problems, social project planning, steady development

Nowadays one of the topical issues is that of the person's creativity in occupation. Richard Phlorida noted that a creative person is "one whose activity is a governing factor of life-sustaining activity of society as a whole whether in culture, education, science or in business area. Today a creative person forms a new social class which determines not only the development of certain organizations, urbanization but also a superpower on a world geopolitical map". The role of higher school primarily consists of contribution to the formation of innovation-based development of domestic industry so that in active participation of higher institutions in the realization of innovative scheme in scientific-and-technological area.

Among modern priorities of domestic educational system orientation toward "the development of human capital" holds a leading position laying stress on personal enhancement of the younger generation of Russia. The problem of the formation of communicative competence of students is connected with series of aspects- with the development of globalization process and contradictory character of the dialogues of cultures, with the expansion of migration worldwide causing the need of new forms of intercultural and inter-ethnic exchange. Also there is a necessity of optimization of inter-ethnic relations and the demand in consistent understanding of the ability of different sociocultural subjects to communicate and its analysis as comprehensive sociocultural phenomenon [2].

Under current conditions the importance of the development of the idea of multicultural education is being increased and a bottom line of it is the formation of social and cultural competence in educational milieu. The significant factors of the

competence of a person are high-quality education, social experience, the ability to put knowledge to use.

One way to solve this problem is to put a student into social project the participation in which will allow to form the skills of the research and innovation work.

The aim of our project is to develop a model of the ecological culture formation and responsibility of the technical students and further practical realization of this model with the aim to check its effectiveness.

Achieving the objectives suggests solving of the following scientific and research problems:

- the interpretation of the category of "communicative competence" and its specific names;
- the recovery of basic structural and functional components of communicative competence and the determination of its substantial characteristic;
- the development of theoretical and methodological principles of formation of communicative competence, as well as the development of basic training program in the field of social and cultural practices;
- the development of principles and complex technologies activating social, personal and pragmatist qualities of students
- the development of socio-ecological competence of technical students based on interactive communication.

The research is of interdisciplinary nature, based on philosophical and scientific methodology and on the principles of systematic structural and comparative analysis of historical and social cognition. As a result, some results of the research were obtained.

Communication experience has proven that in order to support various contacts and forms of communication effectively it is necessary for experts to have knowledge of corporate and social behavior in different areas of their activity. In other words different forms of interaction and communication of the representatives of various social classes, backgrounds and cultures suggest that they have necessary theoretical knowledge, psychological qualities and skills for effective interaction, the totality of which can be defined by the term "competence".

Communicative competence is a combination of definite characteristics: an ability of a person to predict communicative situation, in which communication takes place; presence of communicative masterly performance, that is an ability to find a communicative tactic adequate to the subject of communication and to realize a communicative conception; an ability to sort out your own feelings, your own and your partner's psychological potential; having skills of self-regulation in communication process, including skills to overcome psychological barriers [3].

Khutorskoy held [5] that communicative competence involves second language skills, social intercourse, operating skills in group, possession of different social roles. Competency building approach involves the study of subject's ability to act effectively on changing environmental conditions and modify it according to his own needs.

To our opinion, the formation of communicative competence should be based on the principles of:

1. The principle of communication priority over information. In the capacity of learning needs acquirement and extension in social experience of a student are put forward obtained in the course of communication with course mates, teachers and administration of the university and the locality in which the project is being realized.

2. The principle of priority of understanding over knowledge (memorizing). One cannot teach to understanding, but it can be learned in the interaction with other participants of educational process and in practice during the realization of social project. Understanding in communicative didactics is considered as a process of "translation" of knowledge from accepted scientific "external" language - the language of the discipline - into "internal" language and into the plan of inner speech of a student. Such information processing converts the personal experience of the subject, stimulates the production of new thoughts and ideas.

3. The principle of priority of dialogue over monologue, the dialogue over dispute and argumentation. Communicative didactics does not promulgate confrontation of opinion, as "a single truth" deprives students of the opportunity to think creatively. During the consideration of the project a version of each individual should be considered. The dialogue of agreement provides not argumentation and disputing but the ability to listen to and understand the other. The task of the project manager is the following: to make the student seek for agreement without rejecting the opinion of the others. Consequently we should appeal to the concept of "ecological competence".

Socio-ecological competence is a consistent integrative quality of individuality that characterizes the ability to solve problems and tasks of different levels arising in real-life situations and in professional occupation related to environmental quality and nature protection activities, to the dependence of the individual health and society from habitat conditions and lifestyle. These abilities are formed on the basis of generally accepted and personal values and motives, knowledge, training and life experience, individual characteristics, inclinations, needs.

There are 3 components of ecological competence:

1. Axiological (value-motivational).
2. Cognitive (informative, knowledgeable).
3. Pragmatist (practical, technological).

Significant factors of human competence are the received qualitative education, gained life experience, the ability to apply knowledge in a skilful way in practice. The situation of ecological crisis requires understanding of new approaches to the analysis of the interaction between nature and society with regard to the formation of certain environmental competence.

Basing on the ideas of A.N. Agadzhanian [1], we believe that the establishment of environmental competence of students is impossible without spacious synthesis, comprehensive consideration of the problem on the basis of the integration of knowledge of various sciences. The situation of ecological crisis requires understanding of new approaches to the analysis of the interaction between nature and society with regard to the formation of certain environmental competence, the

approval of new spiritual and moral ideals. We believe the most effective method is a method of training, providing comprehensive acquisition not only theoretical knowledge but also practical skills and competence.

Trainings can be divided into the following types:

1) cognitive (from lat. cogito - «to think»), whose purpose is comprehension, understanding of the nature of man's attitude to his own health, nature and the environment;

2) behavioral - intended to provide the students with practical skills in the field of environmental protection, through their participation in specific activities (giving a social build up, doing teaching aids for environmental educational lessons, organization of volunteer clean-up or wastepaper gathering campaign, popularization of healthy living).

During the trainings all students are actively discussing environmental problems and possible ways to solve them in our republic and town. For example, this academic year in the interuniversity training environmental problems of a global scale and problems relating to towns Tuymazy and Oktyabrsky were discussed. After a theoretical introduction on the topic "Social and engineering design" the question to the students was raised: "How can you participate in solving global environmental problems?" The answer of the students was expected and logical: "I can design a social project!"

Further work in groups led to the creation of several projects - proposals for solving environmental problems in our towns on the following topics:

- General improvement and landscaping of urban areas;
- Collection and utilization of production residue and consumption residue;
- Prevention of pollution of environment;
- Environment and population health. A healthy lifestyle;
- The role of mass media in solution of environmental problems and in improving ecological culture of citizens.

Foreign students willingly told about environmental situation and solution approach to environmental problems in the countries from which they came. And again all the participants proved that the problems both environmental, social and economic are the same all over the world. The difference is in the methods of solution that need to be chosen depending on the situation in each particular location. However these methods are also common to all countries and people as they can be adapted to any conditions. All students could realize that while presenting their projects.

It should be noted that the proposed projects of the students were supported by the faculty and administrative staff and got an opportunity to further implementation. For example, in the branch of Ufa state air technological university in Tuymazy town a separate collection of waste and the project "Ecopark" will be implemented. The students of Oktyabrsky branch of Ufa state petroleum technological university participated in the project "Discharge", helped to teach ecolessons at schools about harmful impact of waste batteries and accumulators and they also take part in the collection of these hazardous wastes. The third project was a cooperative act "More oxygen" co-organizer of which is an interregional public organization "ECA".

Both schools planted trees on the territory of their towns and they plan to make it a tradition .

All of these recited activities undoubtedly contributed greatly to the formation of social-ecological competence of students and which in its turn allows to fulfil the principles of environmental education more effectively for sustainable development of society; to move from abstract to real environmental problems, from global environmental problems of the present to the local ones. Thus, the formation of ecological competence of university students is a continuous process of gradual inclusion into environmental activity by means of the obtained experience of participation in practical activity to preserve and improve the environment.

It follows from what has been said that modern environmental education for sustainable development is not only environmental protection and management, but is regarded as a common cultural education built on the integration of natural sciences, humanities and technical subjects.

Analyzing the process of the formation of ecological competence of students the most significant results of the study having some features of modernity can be formulated as follows:

- environmental competence is considered as a professional personal quality necessary both in personal life for living in society and in his professional occupation;

- the necessity of introduction of trainings to the structure of the educational process as a system of environmental competence formation is proved;

- a model of professionally directed environmental competencies of students which includes multicultural ideological orientation, tolerant behavior, positive communication in cooperation is developed. Its new goal [4] is the formation of ecological competence, skills to learn, communicate and act safely in the surrounding social and natural environment.

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Усманова Ф.Г.

Васильева Э.Р.

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Volosnikova G.A., Solodovnik E.V., Telnova S.V.
APPLICATION OF INNOVATIVE TECHNOLOGIES IN THE
EDUCATIONAL PROCESS OF ENVIRONMENTAL ENGINEER TRAINING

Pacific National University
Khabarovsk, Tikhookeanskaya St., 136, 680035

Abstract. The article deals with development of innovative educational resources and their introduction to educational process. It is based on multimedia textbook “Methods and facilities for wastewater treatment”. The purpose, structure, possible benefits and application prospects of the tutorial are described.

Key words: innovative technologies in education, electronic learning resources, multimedia textbook, training video, waste treatment facilities, waste water purification, methodological support, environmental education.

One of the major challenges of our time is to increase the quality of the educational process. Modern information technologies provide new perspectives to improve the efficiency of the educational process. Modern educational process takes place in informatization and mass communication in all spheres of public life and requires a substantial expansion of learning tools. This may be resulted in use of electronic learning resources.

Multimedia textbooks and videos are the most effective in teaching disciplines when there is a small amount of hours in the curriculum as well as for lectures. Thus the material which is difficult to learn can be much more clearly displayed on the screen. The most difficult theoretical material can be demonstrated along with various technological and production processes. Video lecture course helps to reveal a difficult topic with specific examples.

Such subjects as “Industrial Ecology” and “Environmental Protection Engineering” are of great importance in preparing the environmental engineers. When studying these subjects students are introduced with engineering methods and means of protecting the environment from industrial pollution. One task in the environmental engineer professional activity is to protect bodies of water from pollution and depletion. The Department of Ecology, resource management and life safety of Pacific National University have developed a multimedia textbook “Methods and facilities for wastewater treatment” in order to improve the organization of independent work of students.

The aim of the project is to improve the quality of learning process through the implementation of innovative educational technologies and methodological support of environmental education in higher educational establishment.

Project tasks:

- a description of modern methods in domestic and industrial wastewater treatment;
- a development of sewage treatment facilities schemes and an explanation how they work;
- a development of animated drawings and photographs representation of the most common treatment facilities;

- a development of tests for students knowledge examination or students self-examination;
- making an educational film “Waste water treatment plants” through the example of Khabarovsk sewage treatment facilities “Vodokanal”.

The textbook is based on logically interacting elements (Figure 1).

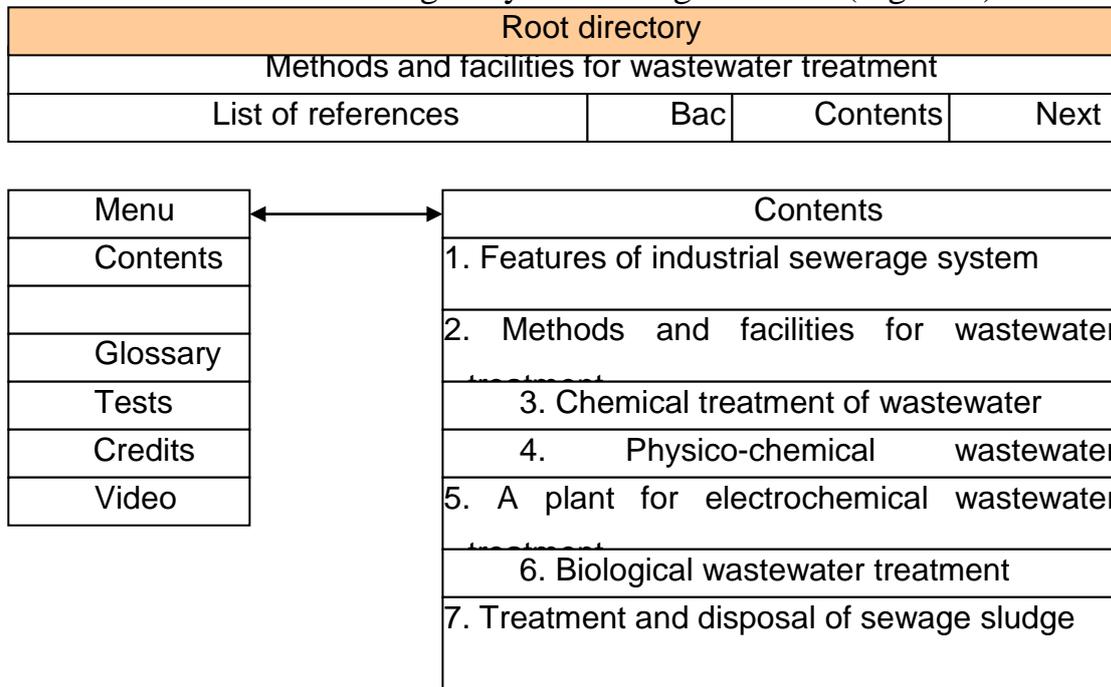


Figure 1: The structure of a multimedia textbook “Methods and facilities for wastewater treatment”

This multimedia textbook has general provisions, description of the wastewater treatment, schemes of treatment facilities used, animated drawings and photographs, glossary of key terms and definitions, test for knowledge examination, an educational film about waste treatment facilities. The textbook provides a fairly complete picture of modern methods used for domestic and industrial wastewater treatment as well as methods for sewage sludge treatment. Detailed description is given to mechanical, chemical, physico-chemical, biological and electrochemical purification methods as well as recovery processes of secondary wastes. The description of treatment facilities has the following structure:

- definition,
- flowsheet,
- principle of operation,
- sphere of application,
- benefits and drawbacks.

Milestone stages in wastewater treatment are illustrated with series of structures: lattice, grit chamber, radial flow settlement tank, hydrocyclone, aerotank.

Important and informative part of the project is a film about the sewage plant. The film gives consideration to technological scheme of municipal wastewater treatment at sewage plant. It demonstrates all stages of wastewater treatment. Students can observe the consistent performance of such treatment facilities as inleak chamber, fine screens, aerated sand traps, radial flow settlement tanks, continuous-

flow aeration tanks. Every complex structure has sewage sludge after waste treatment. Therefore cleaning flowsheet includes structures for special sewage sludge treatment such as sludge consolidation tank, grit dewatering bays and sludge banks. Video is a separate educational element that is demonstrated at practical classes. The film running time is 22 minutes. It is fairly enough for classroom hour including teacher comments and taking notes of main provisions.

The benefits of using video in the learning process include:

- improving of information perception;
- opportunity to examine unique information;
- activation of students thinking process;
- development of a creative approach to the material studied;
- professional interests and skills training ;
- opportunity of learning individualization and help for correspondence

department students in organization of independent work.

The textbook contains tests for monitoring of students' progress in studies and final tests which cover all the teaching material on the topic. Test synthesizes knowledge according to sections of the course. Questions require thinking, making links between individual concepts, laws and search for additional information. This allows students to get a competent and holistic view of this engineering field. Tests can run both in training and checking regimes.

Due to the fact that a gradual shift in the teaching activities is tended toward interacting with learners, many traditional forms of teaching are replaced with extracurricular work. The main advantage of the introduction of innovative resources in the educational process is a dramatic increasing of independent study work: exposure to audiovisual information and examining take place outside the classroom.

It encourages the growth of creative component in the work of teacher and the more efficient use of classroom time. When planning the work the teacher can build the learning process so that the student studied some material previously using remote technology. Students have the opportunity to ask the teacher questions that appear during an independent work. In this case the teacher acts as a tutor helping students to analyze and solve problems. Previously studied problems make possible organizing seminars and discussions. Thus interactive multimedia potentials allow providing feedback to ensure dialogue and constant contact between the teacher and the student. It is almost impossible in most traditional forms of learning.

This multimedia textbook fully meets the necessary criteria of electronic educational resources assessment quality (traditional and innovative). Traditional evaluation criteria include compliance program discipline; scientific validity of the material (congruity the current level of scientific knowledge); observance of the traditional teaching methods ("from simple to complicated", logical presentation of material, etc.).

The main qualities of our electronic innovative educational resource are: complex maintenance of all components of the educational process (obtaining information, examining or checking the students' progress); interactivity, providing a dramatic increasing of independent study work through the forms of active forms of

learning; the possibility of comprehensive study, including remote forms of learning. Comprehensive study in this case involves the implementation of outside classroom learning activities such as learning a new subject on the basis of material, checking the students' progress with assessment as well as the possibility of a collective learning experience for remote users.

Thus this multimedia textbook with video course relates to electronic educational resources of the new generation. It allows to activate the learning process, makes it more illustrative, gives students an opportunity to get acquainted with the unique information in the field of wastewater treatment. Also it improves the perception of the material, developing professional skills and interests and generally raises the quality of training in the field of ecology and environmental protection. Students receive audio and visual information that is mutually complemented and enriched to form a single information flow. Introduction of such innovative educational resources in the educational process fosters distance learning by improving the organization of independent work

This electronic multimedia textbook can give new quality educational process. Since only through a combination of elements of information and educational technologies it is possible to develop self-mastery skills of active knowledge, self-control and self-discipline, to orientate students to the practical application of knowledge in future career.

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Skotta A.V., Solodovnik E.V., Ulyanovskaya I.S.
INFORMATION TECHNOLOGY AND QUALITY OF TRAINING
SPECIALISTS AT UNIVERSITY

*Pacific National University,
Khabarovsk, Tikhookeanskaya St., 136, 680035*

Abstract. This paper examines the experience of introducing information technologies into the educational process of training specialists and bachelors at the Department of "Internal Combustion Engines" at Pacific National University. The particularities of the SolidWorks CAD program complex implementation to increase the efficiency of the educational process are considered.

Key words: information technology, innovations in education, multimedia lecture, electronic educational resource, parametric modeling, SolidWorks CAD software implementation.

In the current socio-economic situation in Russia to create the youth's positive orientation to education not only its contents are important, but also educational technologies. Searching scientific and scientific - methodical literature for information on the problems of higher education has proved it. Additionally, the analysis shows that modern information technologies in education are rational tools for developing students' creative abilities. Innovations in education are defined as the process of improving pedagogical technologies, the whole complex of methods, techniques and means of training. At present the innovative pedagogical activity is considered to be an essential component of the educational activity at any educational institution.

The authors of the article are making an attempt to share the experience in applying modern multimedia technologies, and specifically, the electronic educational resource, created on the basis of the 3D modeling program complex, at the lectures and practical classes.

The term "a multimedia lecture" means the form of organizing the educational process, which combines a traditional lecture and a multimedia component. This allows us to use various forms of introducing educational information simultaneously. A multimedia lecture does not mean a slide film, it is not an attempt to replace a teacher by a computer, it is a lecture of full value. Under this form of the educational process organization, the teacher still remains the main character. In addition, he or she has the opportunity to realize his or her creative potential fully, to make the lecture more interesting and rich by using a variety of information material.

The necessity to deliver multimedia lectures is particularly obvious in teaching technical subjects, in our case, such as Automobile Engines, Marine Internal Combustion Engines, Internal Combustion Engines Design. Any modern internal combustion engine is structurally a very complex machine. It is almost impossible to try to reproduce the illustrative material qualitatively on the board with a piece of chalk for a short period of time. The state standards of higher professional education of the 3rd generation require to adjust lecture courses in order to significantly increase the informativeness and effectiveness of each lecture hour.

The computer-aided design system, which is based on the 3D parametric modeling, was used as the technology to create graphics. When designing a model by using the SolidWorks program product you can make an assembly or any of its parts more visible in three dimensions, i.e. to present the model in the form which it will be made in.

The process of parametric modeling can be presented according to the following scheme. In the process of designing the electronic (virtual) model (image) of the product is created. The model is created interactively, without any programming. In other words, parametric modeling process is carried out in full accordance with the law of gaining knowledge: from sensual, imaginative perception of a three-dimensional reality to abstraction with a sketch or drawing.

Lately the database of three-dimensional models of assemblies, units and separate parts of different systems of modern engines has been created at the Department of Internal Combustion Engines. It is the main contents of “The Electronic Educational Resource”, the main purpose of which is not to duplicate a book, a textbook, or a lecture, but rather to assist students to perform tasks that they cannot cope with in real time.

Educational technology of delivering a lecture is the following: while introducing a new theme a lecturer identifies the problem, that currently exists in the process of designing or operating the assembly or its parts. It is necessary to discuss this problem and outline the ways of its technical solutions. During the discussion a lecturer can model or use ready models to explain the structure and the principle of simple or complex units operation by using a laptop and a projector instead of a piece of chalk and board. The image of the object under the study can be moved, rotated on the screen, its size can be increased or decreased. It can also be represented in any dimension to look at its separate components or to see how the parts of the unit move relatively to each other inside the assembly or its units. At the same time students can ask questions, repeat the image on the screen as well as to participate in comparing different points of view and approaches to the solution of the given problem.

Thus, the form of participants’ interaction in the educational process is being changed. The students turn from so called “passive receivers” of information into “generators” of new ideas, who take an active part in the discussion and research of the material. The teacher is not just a “transmitter”, a translator of knowledge, his role is to direct students reasoning and research activities, and this is a new form of meaningful interaction between the teacher and students.

So, the didactic requirements for multimedia lectures can be formulated rather clearly. They allow:

- to implement the scientific level of requirements for University lectures;
- to stimulate students’ educational-cognitive activity;
- to visualize the educational material in the best way;
- to ensure the universality of execution and variability of presentation of the educational material that meet teachers’ and learners’ practical needs;
- to combine effectively different presentation technologies of the educational material: synthesizing both visual (including multimedia) and verbal ones;
- to ensure the control of knowledge.

The second part of the contents of the database “The Electronic Educational Resource” can be used both at the lectures and practical classes. Multimedia component in this case can be represented in the form of a multimedia manual or its separate fragments. In 2012 the Department developed a multimedia tutorial for “The Basis of Dimensional Parametric Modeling” and “The Engine Structure” in the form of materials for presentations in MS Power Point. The manual can be directly used for practical classes and students independent work. The guide consists of twelve lessons on different topics. Each lesson keeps a record of sequent simulations of different types of assemblies and parts of the internal combustion engine by using the Solidworks program product, accompanied by the speech text. Students work individually on a personal computer. The aim of practical training is to simulate an assembly or its parts by using the SolidWorks program product.

Multimedia lectures and practical classes with the use of “The Electronic Educational Resource” have been given to the students majoring in different specialties for four years. That helped us to formulate definite positive results of applying information technologies in the educational process.

First, the use of high-quality illustrations, mainly of the dynamic range (video, animation, interactive computer models), plays a great role in comprehending the essence of the physical laws, phenomena and processes studied as well as the principles of their use in practice. It is especially important due to the impossibility of carrying out an experiment demonstration at the lecture.

Second, visualization, brevity and aesthetic requirements for the educational material can significantly reduce the time previously spent on the design of the illustrations on the board. Due to this, sometimes there is an opportunity to divert from the original plan of the lecture and return to the previous discussion in order to review the material studied earlier. This fact is especially important in the conditions of transition to the double level education and the reduction of hours assigned for teaching such subjects as physics, chemistry, thermodynamics, etc.

Third, during the lecture, each student receives a handout, that is printed slides with the schemes of the assemblies, parts and mechanisms, referred to at the lecture. This facilitates further students work to study the educational material as well as to prepare for a test or exam. Here, however, we must remember that notes made by the student during the lecture are also very important, as it allows them to use different types of memory.

Fourth, during multimedia lectures it is possible to diversify the forms of organizing educational activity. In addition to the discussion, students’ research activities can be easily organized by using special tasks with the aim of elaborating some of the most interesting and important issues of surveillance and the use of physical phenomena, processes and laws in nature and in practice.

In the conclusion it should be noted that, first of all, the use of modern information technologies in the educational process, especially at technical universities is a very effective means of raising the quality of University specialists. Secondly, transition to modern information technologies in the educational process is very laborious and time consuming process, often accompanied by a lack of qualified teaching staff, modern equipment and technologies. But the major success is the

interest of the students in their specialty, in information technology, their willingness to work and the need to obtain new knowledge and a sense of independence. Training sessions do not become similar to each other. This constant feeling of novelty promotes interest in learning.

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Solodovnik E.V. Khimukhina T. S.

**DEVELOPMENT AND APPLICATION OF MULTIMEDIA TUTORIALS
AT UNIVERSITY**

Pacific National University, Khabarovsk, Tikhookeanskaya St., 136, 680035

Abstract. The paper deals with the experience of the Pacific National University in development and application of e-learning resources in the educational process. It gives the examples of practical use of multimedia technology aiming at solving specific teaching problems.

Keywords: informatization of education, e-learning resources, multimedia tutorial, interactive, multimedia, multimedia technologies.

The process of modernization of education is accompanied by the introduction of information and communication technologies in all spheres of education, the advent of free access to the Internet. The decisive role in computerization of education is played by educational software i.e. new electronic educational products.

Today the priority is given to the creation of electronic publications and resources, which constitute a special educational content. Especially important are advanced teaching techniques and methodological support of fundamental sciences, special technical disciplines at higher professional schools. The reason is the lack of appropriate material and, at the same time, the necessity to involve students into their future professional working environment when at university. Creative ideas are also required for introducing the material of the subject in new ways using new multimedia technologies.

For a decade, the teachers of Pacific National University in collaboration with the specialists of the Laboratory of Information Educational Resources have been working on the development and application of electronic educational resources (EER) and EER publication. In this paper attempts are made to analyze and submit the existing experience and discuss how new technologies affect the educational process.

When developing the EER, we focused on methods and tools having been described in the Russian literature [2, 3, 4]. The novelty and complexity of the problem demanded an experimental search for ideas, methods and technologies.

Creation of effective educational software is a complex and time-consuming work. A team of experts were involved in the development of the EER: teachers of special disciplines, specialists in the development of multimedia components, programmers, producers. Scientific, methodical, information and teaching experiences of the university members were used in the process of EER creation. At the planning stage a teacher is the central figure. Because it is the teacher who, being a master of a subject, determines the content of a future textbook or a manual. It is the teacher who knows how to organize educational process. One of the major problems to be solved when creating the EER is the need to find creative solutions to introduce the material of the subject by means of computer tools such as interactive and multimedia.

At the planning stage multimedia material was carefully selected for effective and targeted use of new technologies in teaching process. The following examples will enable analyzing the application of specific technologies in accordance with the intended educational purposes and selected lecture courses. Table 1 below provides information on the choice of multimedia content for specific e-learning resources developed at the university.

Table 1

Examples of appropriate selection of multimedia component objectives and EER content

EER title	Area of studies	Multimedia objectives	Multimedia content
“Fundamentals of three-dimensional parametric design in software package SolidWorks ® CAD”	Internal combustion engines for automobiles and ships, structural design of internal combustion engine	Simulation of operation of complex machines, behavior of different phenomena and processes in real, slow or fast time scales	12 dubbed video lessons
“Physics-chemistry of the disperse systems: multimedia version”	Colloid chemistry	Imitation and simulation of behavior of different phenomena and processes in real, slow or fast time scales	Text, video, animation, tests, laboratory workbook, problem book
“Methods and facilities for wastewater treatment”	Industrial ecology, technique for environmental protection, ecology	Provision of clearer, deeper and more comprehensive review of the processes, principles of operation of different facilities and the whole purification mechanism. Introduction of unique information	Text, drawings, photographs, dictionary, educational film, 3d animation, test
Engineering disasters	English language	Development of professional speaking skills, preparation for future professional activities through case study in virtual environment	Videos, interactive exercises, tests, English-Russian and Russian-English dictionaries, grammar reference.

In the multimedia tutorial “Fundamentals of three-dimensional parametric design in software package SolidWorks ® CAD” a modern internal combustion engine is presented as a modeling object, which is structurally a very complex machine. The purpose of the manual is to familiarize the SolidWorks software users with the basics principles of (3D) parametric design and to form their initial practical skills in engineering design. The manual includes a set of 12 dubbed video lessons, which sequentially describe the process of designing machines using the volumetric (3D) parametric simulation techniques (Fig. 1).

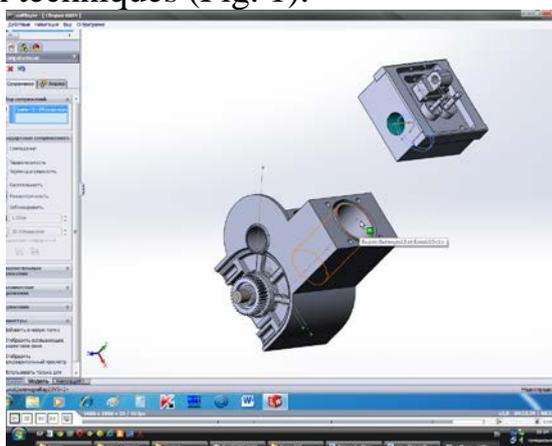


Fig. 1. Fragment from EER “Fundamentals of three-dimensional parametric design in software package SolidWorks ® CAD”

The multimedia tutorial “Physics- chemistry of the disperse systems: multimedia version” clarifies rather complex chemical phenomena and processes that are important for students of chemical and technological specialties. This EER contains several dubbed animated films (Fig. 2) visualizing such complex concepts for students' understanding as water osmosis, dispersion systems and other concepts and phenomena. It helps the students to understand the process of interaction of ions, molecules and colloidal particles. Chemistry disciplines are based on experimental work, so the manual includes a laboratory workbook and a problem book. Theoretical understanding of the processes occurring in disperse systems or solutions of high molecular substances facilitates learning and comprehension of the proposed material; it also helps the students to perform laboratory work and to solve the problems successfully.

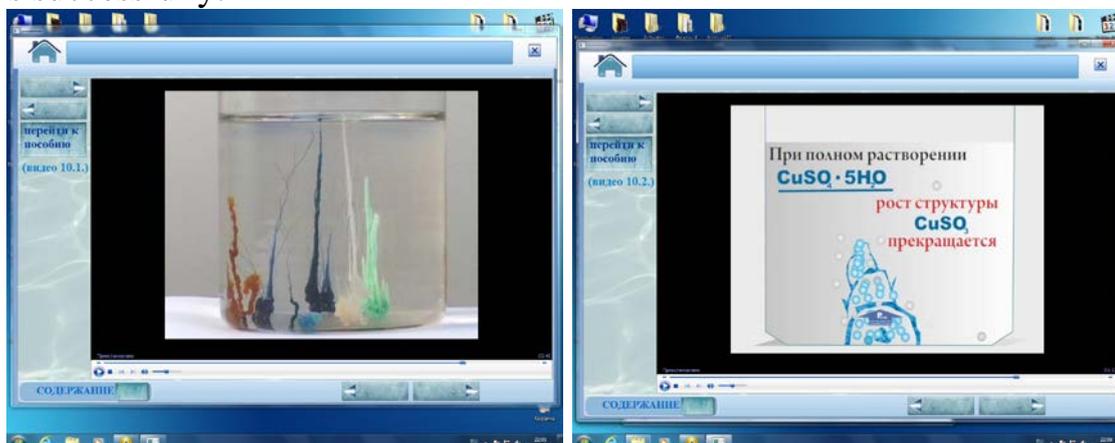


Fig. 2. Fragment from EER “Physics chemistry of disperse systems: multimedia version”

Such disciplines as “Industrial Ecology” and “Environmental Technology” are significant in the curriculum of the engineers-ecologists. In the course of studies the students get to know different methods and means of protecting the environment from industrial pollution. The EER “Methods and facilities for wastewater treatment” having been developed for these disciplines, the students easily obtain the material on the subjects. The video included in the tutorial demonstrates all the stages of the city wastewater treatment and shows the operation of the city treatment facilities step by step. The video support of the lecture course helps to introduce the most difficult themes more fully with vivid examples. The video lecture contains the material showing various technological and manufacturing processes. The key stages in wastewater treatment are illustrated by animated drawings of some facilities. Video and animated drawings (Fig. 3) provide clearer, deeper and more comprehensive review of the processes, principles of operation of different facilities and the whole purification mechanism.

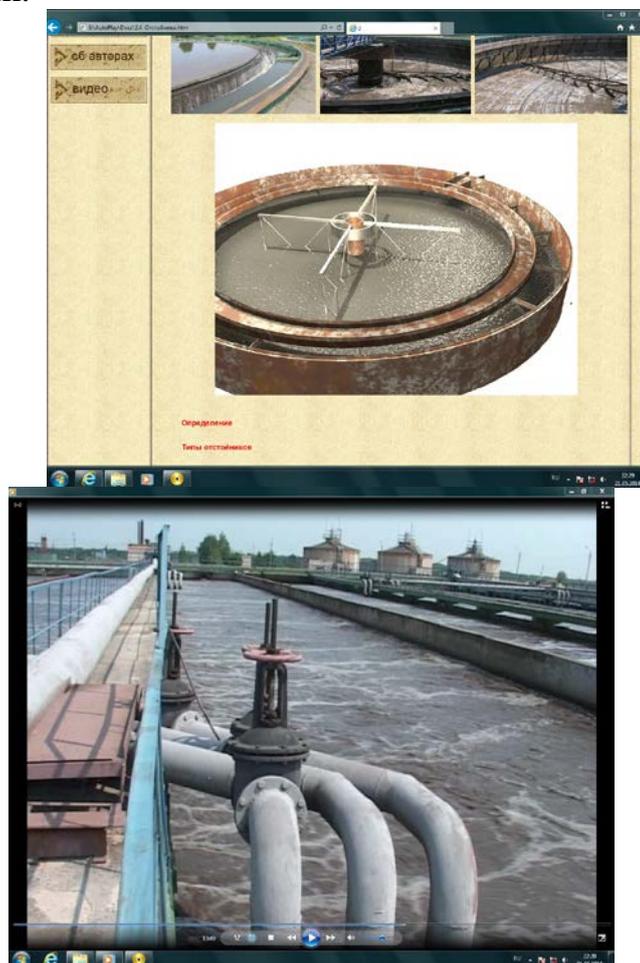


Fig. 3. Fragment from EER “Methods and facilities for wastewater treatment”

Interactivity and feedback are essential features of EER. Test control is used as feedback in the majority of EER (works № 1, 2, 4 in Table 1), as well as interactive exercises (work number 4, Table 1). Feedback is the information that comes from the EER through computer-based testing systems. It is intended for students’ self-correction during learning activities. Feedback allows the students to make self-

assessment of educational activities, encourages the students for further action, it also helps to assess and correct the results of educational activity.

Several components of the tutorial are compiled into a single textbook edition. It is more convenient for use and promotes more efficient learning. EER scenario may vary. In the works of number 2 and 3 (Table 1) the sequence of teaching techniques can be described as the following methodological steps:

- initial introduction to the theory by means of teaching material, audio and video recordings;
- reflection and consolidation of the theory by means of exercises, problem books, laboratory work;
- knowledge control and self control through computer-based testing systems.

This scheme is traditional. In this case EER serves as a means of intensification of educational process, individualization of learning and partial automation of the teachers routine work related to registration, monitoring and knowledge assessment. But at the same time multimedia and interactive type of presenting the teaching material can also make a change in educational technology. The EER of this type can be used, for example, in the model of “inverted class” [6]. In this case theoretical material of the subject is supposed to be introduced in extracurricular time. Students study the theory themselves. The teacher gets possibility to use class hours more efficiently for group activities where students can discuss the content of the lecture, test their knowledge and interact with each other in practice. The “inverted class” model implies greater responsibility from students, giving them an incentive for experiment.

The working algorithm in EER “Engineering disasters” is different. EER “Engineering disasters” is intended for future civil engineers, the English language learners (work number 4 in Table 1). This tutorial is based on five American television movies about the biggest disasters of the 20th century, caused by engineering errors. Before viewing each film students are invited to do pretest or interactive exercises that will help to avoid the language difficulties and misunderstanding while viewing the authentic films. Exercises given after viewing enable consolidating the new vocabulary. The theoretical material is presented as reference material. Students refer to it when necessary: English- Russian and Russian -English dictionaries, grammar reference, supplied with tables and diagrams. This EER is more focused on students’ independent self work, which is rich in interactive exercises and appropriate structure.

Development of new high-quality e-learning resources and their introduction into educational process is an important element in the informatization process of education. The above mentioned examples show that the use of multimedia leads to reduction of the learning time without losing quality, increases the efficiency of students’ self-studies; produces changes in educational theory and practice. EER appearance causes changes in traditional approaches to the educational process.

In conclusion it should be said, that creation of EER and their use in the classroom is methodologically advisable, if they are filled with the content that is learned most effectively with the help of this information technology. Electronic educational resources give greater amount of information content of educational

material; provide a qualitatively new level of education; enable achieving educational goals and objectives more easily and besides organically fit into the learning process.

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Baditsa M.V. – Badicza M.V.

PEDAGOGICAL FACTORS OF FORMATION OF CREATIVE SKILLS OF GRAPHIC NATURE IN FUTURE PRESCHOOL TEACHERS*Kryvyi Rih Pedagogical Institute of “Kryvyi Rih National University” State Higher Educational Institution,**54 Gagarin prospect, Kryvyi Rih, postal code: 50086*

Abstract. The article is concerned with the problem of formation of creative skills of graphic nature in future preschool teachers. Main pedagogical factors that determine the aforementioned process were studied; their importance for mastering of creative skills of graphic nature was established. Notion of “psychological factor”, “pedagogical factor”, “formation of creative skills”, “creative skills of graphic nature” was specified in detail.

Key words: factor, psychological and pedagogical factor, creative skills of graphic nature.

Statement of problem. Modern concept of European pedagogical education is aimed at development of methodological and procedural framework for effective cooperation of subjects of education for the purpose of quality training of future educators.

The main task of principal European pedagogical strategy is development of full-scale subject of pedagogical process with competitive advantages i.e. informed, educated, and skilled person [7]. New content of pedagogical education reflected in Pedagogical Constitution of Europe (2013), declarations of Bologna process, “Education” (21st century Ukraine) state program, national doctrine of development of Ukraine in 21st century, State program as to identification and support of gifted youth (dated 08.08.2007), provisions of world conference as to creative education “Development of creativity for 21st century” (Lisbon, March 6-9, 2006). This content is described as strategy of modernization of practical training of creative teacher-educator.

Expediency of implementation of main provisions of education doctrine is determined by the fact that creative phenomenon lost its priority in professional training of a teacher-educator and by social demand for highly skilled, creative and professionally trained educator.

In accordance with content of professional competencies of future preschool teachers reflected in state standards for training of bachelors of “Preschool education” formation of creative skills of graphic nature is an important component of his or her professional training.

Analysis of recent studies and publication. Current state of development of the problem of formation of creative skills of graphic nature in future preschool teachers suggests that there are different theoretical and methodological approaches to training of future teachers for creative professional activity. For example, psychological aspects of formation and development of creativity of a future educator are given in works of I. Bekh, D. Bogoyavlenskaya, L. Vygotsky, S. Gruzenberg, L. Dolynska, D. Elkonin, H. Kostiuk, P. Enhelmeier, A. Leontiev, A. Luk,

V. Moliako, N. Poviakel, Y. Ponomariov, V. Rybalka, C. Rogers, V. Romenets, S. Rubinstein, etc. Pedagogical aspects of intellectual and creative development of a personality are described in studies of V. Bondar, L. Kondrashova, V. Kuz, L. Milto, S. Sysoyeva, M. Stas, V. Sukhomlynsky, V. Tymenko, etc. Peculiarities of formation and development of new generation educator as a master of pedagogical action are given in works of I. Bekh, N. Huziy, I. Ziaziun, O. Piekhota, V. Rybalka; methodological framework of formation of pedagogical culture of creative personality is described by such philosophers and educators as T. Andrushchenko, V. Buriak, I. Ziaziun, O. Rudnytska, etc.

Certain aspects of professional training of preschool educators are described in studies of Sh. Amonashvili, G. Belenkaya, O. Bohinich, Z. Borysova, L. Zahorodnia, N. Levinets, I. Lutsenko, M. Mashovets, I. Mordous, H. Pidkurhanna, T. Ponimanska, H. Sukhorukova, etc.

There is a range of fundamental studies of the problem of formation of professional skills of future educator. For example, theory of formation of skills (V. Semychenko, M. Fitsula), theory of stepwise formation of mental operations (P. Halperin, N. Talyzina, etc); system of formation of professional and pedagogic skills of an educator (L. Spirin, etc). Works of V. Bondar; N. Kichuk, O. Moroz, and N. Nychkalo were devoted to updating of content and structure of professional knowledge and skills.

Besides, researchers (N. Kotliarevska, V. Kuzin, V. Ruzhitsky) identify creative pedagogical skills among a range of professional skills. Various approaches to formation of creative skills in the course of professional training of educators were described in studies of A. Akimov, I. Voitovich, V. Hushchenko, O. Dykukha, N. Yesina, V. Klymenko, V. Romanenko, I. Protsenko, I. Samsonova, S. Sysoieva, L. Trubina, T. Shamenkova. Authors state that knowledge and skills are transferred due to organization of pedagogic interaction on the basis of co-creation. U. Ibrahimov technique of formation of pedagogical skills in students of preschool education faculty as to management of graphic activity of children has practical importance for organization of pedagogic process in a higher educational institution. Types of pedagogic skills described in the study of U. Ibrahimov: general pedagogic skills, among which a subgroup of diagnostic-prognostic skills (creative skills) is identified, and special pedagogic skills (artistic creative skills). It is reasonable to give our own definition of “creative skills of graphic nature” to the content of the presented study. In our opinion **“creative skills of graphic nature”** is a comprehensive system of actions aimed at formation of visual images distinguished by their originality and subjective novelty by means of creative use of knowledge and skills in changeable conditions through conscience.

At the same time, factors that promote formation of creative skills of personality, motives of “creative” activity and development of creative activity were investigated in studies of Y. Hilbukh, V. Druzhinin, L. Yermolayeva-Tomina, O. Kolechenko, Y. Kosenko, N. Petrov, V. Romenets, L. Savchenko, M. Stas; formation of professional and creative skills of a future teacher in the course of dialogue interaction has been studied by I. Protsenko and others.

Analysis of content of research studies shows that there are different approaches to the problem of formation of creative pedagogic skills in students of higher educational institutions. There is also a lack of description of peculiarities of process of formation of creative skills of graphic nature in future teachers of preschool educational institutions as well as the lack of definition of factors that ensure this process.

Purpose of the article is to reveal the essence and content of pedagogical factors of the process of formation of creative skills of graphic nature in students of higher pedagogical educational institutions.

Summary of the study. In accordance with psychological dictionaries **factor** is a latent variable that appears during processing of data (V. Shapar). In our opinion Y. Rapatsevich in his psychological and pedagogical dictionary successfully **draws the line between content of such concepts as** psychological factor and pedagogical factor. According to the author **pedagogical factor** is “any pedagogic phenomenon which is a driving force of another phenomenon”, while **psychological factor** is a cause and driving force of any mental change or phenomenon [8, p. 846].

Today researchers identify a whole set of factors that promote implementation of technique of formation of creative skills in students of higher educational institutions. They classify factors into three groups: objective, subjective, and objective-subjective. Objective factors are related to conditions of organization of professional environment which are beyond direct control of an educator as a professional (factor of purpose of study of the subject, factor of informational and methodological support, factor of logistic support, factor of organization of education, factor of selection and management of specialists, factor of group). Subjective factors are related to educator as a subject of professional activity. Impact of these factors can be managed and adjusted directly by educator (factor of purpose of professional activity, factor of knowledge, factor of skill, factor of professional self-reflection, adequacy of educator’s evaluation of his or her competence, professional qualities, activity, prospects; factor of self-improvement, factor of satisfaction with professional activity, factor of creative actualization, etc.). Objective-subjective factors are used at all levels and they have a direct impact on objective and subjective factors. Objective-subjective factors: factor of value attitude towards competence, factor of status of educator, factor of social dominance of educator that involves the need for a high level of responsibility for results of one’s work, sense of responsibility to society as a whole and to individuals in particular [6].

In our opinion having analyzed the content of described factors it was expedient to clarify the content of concept of “formation of creative skills”. According to I. Samsonova “**formation of creative skills**” is a purpose-oriented process of active cooperation of educator and student as a result of which the student becomes ready to creative self-fulfillment in professional activity [10]. In our opinion effectiveness of the process of formation of creative skills of graphic nature in future preschool educators depends on a range of pedagogic factors, namely: environment, traditions, skills, experience, nature, demand, awareness, continuity, tastes.

Thus, for instance, **experience in creative activity** is an important source of cognitive activity of a person. According to V. Buriak “experience is a fixed unity of

knowledge and skills which evolves into a pattern of actions in any situations; program adopted as an example of performance of various tasks [1, p. 21]. V. Nahayev states that coordination of individual empiric experience of a person with cultural and social experience ensures integral perception of the world on the basis of integration of content [5]. On one hand “formation of personality is impossible without form and methods of translation of social experience, on the other hand through mastering of social experience a personality inherits forms and methods of its further translation” [1, p. 60]. “Technological evaluation of reality is associated not only with result of activity, but also with experience in creative activity as a result of person’s participation in various spheres of activity. This indicator is evaluated in accordance with creative person’s own standards” [3, p. 55].

Thus, creative process correlated with modern cultural life of the society is a translator of social experience and an effective mechanism of its transformation and conversion.

Interrelation of a personality with social environment is aimed at manifestation of individual within general. The system of relations depends on temperament and character of a person and it is implemented in the course of accumulation of individual experience and manifested in creative process.

Besides, **character** is determined by attitude of person to professional activity and himself or herself. Reconstruction of character promotes formation of dynamics of professional image of respondent by means of revealing of individual methods of organization of integral life prospect [3]. It has been established that effectiveness of formation of creative skills of graphic nature in students of higher pedagogical institutions depends on individual and typological manifestation of creative traits and character traits of future preschool educators (creative activity, emotional tension, positive attitude towards creative process, purposefulness, self-sufficiency, etc.).

Let us consider another factor that ensures effectiveness of process of formation of creative skills of graphic nature i.e. **environment**. It includes psychic, mental, social, cultural environment the purpose of which is to ensure conditions for development of cognitive and creative abilities, support, and stimulation of cognitive activity of students, emotional experience of various situations; understanding of perceived information, and transformation of obtained knowledge, implementation of mastered methods of creative activity by future preschool educators. Professional activity is determined by tools, working conditions, and interrelations between subjects of creative process. Teacher’s ability to give priority to a student is an important condition of formation of an environment. Internal and external conditions stimulate students’ need for search of tools and mechanisms of personal and professional improvement in the course of formation of creative skills graphic nature. In our opinion formation of professional skills is one of focuses of training of future educators. We believe that mobility of environment facilitates generalization of components of creative skills of graphic nature for the purpose of fulfillment of various functions, while retaining individuality of their manifestation. Future preschool educator should achieve the state of balance with environment and security which will ensure personal and professional readiness of students for implementation of creative skills of graphic nature within artistic tradition.

Artistic tradition in its turn is fixed in artistic experience. It guarantees preservation of cultural experience and connection and mutual understanding between generations. It creates conditions that facilitate creative initiative of a respondent implemented through creative professional skills. Cultural heritage as bearer of cultural traditions determine aesthetic feelings of a person that are formed in the course of life of creative person and have an impact on general development of the society.

Developed **taste** enables future preschool educators to aesthetically master the environment; to create beauty. The nature of emotional experience and feelings has an impact on creative solution of pedagogical tasks. Perfection of aesthetic activity enriches aesthetic feelings of a person, causes satisfaction from creative process; stimulates creative powers; ensures cultural variety of material world that has an impact on general cultural level of creative person and professional activity within inherited artistic traditions.

Continuity is an inner tendency to preservation of inherited potential by a person which ensures expansion of artistic heritage as an indicator of general level of culture of ancestors. At the same time it characterizes the process and the result of creative artwork that has a professional-oriented function as a need to master artistic experience of creators.

Researchers believe that needs represent the basis of experience of a person and these needs are inextricably associated with emotions and feelings. Activity of needs manifests in emotions and feelings and is reflected through emotions and feelings [3]. According to S. Rubinstein need as an emotional state represents an active element of consciousness which forms worldview of a personality; it regulates activity of an organism and creative pedagogical activity; it motivates behavior and cognitive process [9].

Thus, the need to act creatively has an impact on creative well-being of a student; level of awareness and formation of creative skills of graphic nature in respondents.

Knowledge of modern trends in education, conceptual basis of organization of creative process in preschool educational institution, as well as of age-related and individual peculiarities of a person allows creating optimal creative environment which will facilitate self-fulfillment of creative potential of personality.

Pedagogical consciousness i.e. principles and rules that form the basis of actions of a person is formed on the basis of professional knowledge. Actions are formed on the basis of experience while scientific knowledge helps us acknowledge them.

Thus, level of awareness of students has an impact on quality of formation of creative skills of graphic nature and on general level of culture of respondents.

According to L. Zahorodnia skillfulness is an individual and specific manifestation of readiness for practical and theoretical actions on the basis of one's experience reflected in creative pedagogic activity. Skillfulness depends on character; it has an impact on complex personality traits, mastering of creative pedagogical act as a component of skill in its individual and unique form [2]. Skillfulness represents a result of professional activity of a person which ensures faultless fulfillment of pedagogical act and creative skill of graphic nature by students.

“Skillful action is an action that can be performed in a variety of ways depending on corresponding conditions and circumstances; ability to perform actions gained as a result of training” [4, c. 124].

In our opinion “skill” is a set of methods of performance of pedagogical actions and operations which ensure quality of formation of creative skills of graphic nature in future preschool teachers and their successful implementation in creative professional activity using objective and subjective factors.

Conclusions. Factors that were described in this article represent prerequisites for formation of culture as a whole and art in particular. In combination with pedagogical conditions they ensure active interaction of subjects of creative process; obtaining of knowledge and its transformation into practical activity; they enable to build quality process of formation of creative skills of graphic nature and to develop a highly-skilled professional preschool educator.

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J21408-019**Petrechko M. O.****ASSIGNMENTS AS THE KEY ELEMENT OF HELEN PARKHURST'S
TEACHING METHOD***Drohobych Ivan Franko State Pedagogical University,
Drohobych, I. Franko 24, 82100*

Abstract: the article investigates and analyzes the role of an assignment in a method of individualized learning. We research the principles of compiling the assignment under the contract system and look into its actual implementation in different educational institutions.

Keywords: assignment, unit, contract, Dalton Plan, teaching method.

The need to shift the stress onto the individual peculiarities of students defined the emergence of numerous innovative teaching methods in the first part of the XX century. The importance of individual differences and their implications with respect to aims, content and methods of instruction have been emphasized as the result of the objective-testing movement and of scientific studies in genetic psychology and child development [13, 157]. There were many streams of progressivism in the early twentieth century. The pedagogical progressives, including Helen Parkhurst, competed with the administrative progressives who were far more committed to enhancing the efficiency of schooling through testing, tracking, and incorporating an expanded view of the school in playgrounds, lunchrooms, and portable classroom furniture [6, 382]. Developments in educational psychology of that time have greatly emphasized the failure of mass education, in the form it existed at that time, to meet the specific needs of all pupils. As a result many experiments were attempting to find some means of adapting a compulsory education system to the varying needs of individual pupils [5, 549]. The number of teaching procedures characterized by the unit assignment is impressive, here we may find the project method, the problem method, differentiated assignments, long-unit assignments, the contract plan, the laboratory plan, individualized instruction, the Morrison plan, The Winnetka plan etc. [2, 653]. The alternative approaches indicated the existing need to provide opportunities for students to learn at various rates and in different styles [9, 30]. They have many features in common so we may even come across the idea, when based on a critical study of the plans in actual operation Billett concluded that the technics or procedures were essentially one and the same thing [10, 220]. Speaking of plans characterized by the unit assignment, Billett states that “no Provision now being made in the secondary schools for individual differences of pupils offers greater promise than the unit assignment [13, 158].

Among these methods we may single out the teaching method created by H. Parkhurst. She founded the Dalton School in the years bracketing World War I when other child-centered private and public schools appeared around the country: Marietta Johnson's Organic School in Alabama; Eugene Smith's Park School in Baltimore; and Carleton Washburne's reforms in Winnetka, Illinois [6, 380]. Hailed as a ‘path of progress’ for those ‘who would hasten slowly and keep on firm ground’, the plan contained both conservative and radical elements. It purported to reconcile the aims

of both 'the old type of school' which stood for culture and 'the new type of school' which stood for 'experience' by making 'the process of attaining culture... a method of experience.' [15, 298]. The Dalton Laboratory Plan is an attempt to overcome many of the difficulties that result from class instruction and the tendency to a lockstep method which caters to the pupil of average ability and neglects the dull and the gifted [12, 667]. First adopted in the USA in the 1920s Dalton plan quickly gained world recognition. The transiency of its glorify may be explained by a number of factors, but its fundamental traits may be very useful when modifying the school system of the present day Ukraine. The necessity for a profound understanding of peculiar features that individualized teaching methods are characterized by, defines the topicality of our research.

The aim of the research is to investigate and analyze the role of assignment for the Dalton Plan as well as to define the main principles of compiling the assignments under the H. Parkhurst's teaching method and trace their implementation in different educational institutions.

The Dalton plan is realized with the help of contract jobs. The contract or assignment which outlines a given amount of work for the pupils to perform each month with subdivisions for each week is an essential feature of the plan. The pupil is allowed to work at the different tasks at his own pleasure, the amount of work accomplished weekly being shown by means of graph, the pupils plotting his own record [4, 391]. The pupil can only reach a complete survey of the work expected of him through the medium of each separate assignment. Collectively considered, they represent an outline of the contract-job in all its parts [16, 57]. The contract system is so called because under it assignments are divided into 'contracts' of varying difficulty. These assignments are grouped about any given unit of work [3, 664]. The curriculum is divided into jobs and pupils accept the work assigned for the class as a contract. A contract job comprises a whole month's work [16, 35]. A contract is the assignment itself. It outlines the perspectives and shows what must be achieved. In such a way it makes possible to show students the responsibility they get. They get the feeling of being hired to do some certain work and feel obliged to accomplish the tasks.

H. Parkhurst herself says that it is not too much to say that the Dalton Laboratory Plan hinges upon the assignment [16, 57]. Similar thought is provided by Margaret Durkin who states that assignment is a very important requisite of the plan, in fact, it is the core of the Dalton plan. It is more in the nature of a syllabus which outlines the subject matter to be mastered, specifies references which will be found useful, points out difficulties to be noted, and gives lists of questions to be answered, essays to be written, etc. [8, 257]. The function of the teacher is to make periodical assignments, monthly according to the Plan, which the pupil is under contract to perform [12, 667]. The use of student contracts drawn up by teachers in an effort to both stimulate and meet the needs of students was one of the first attempts to provide a wider range of student individualization [9, 30].

The amount of any monthly assignment is a part and a very vital part of the teacher's problem. A good curriculum should be so balanced and co-related that neither too much nor too little is included in the contract-job [16, 38-39]. Support to

this idea we may find in the Blandford Jennings' article where she states that 'minimum essentials' included into an assignment must really be minimum, and, above all, they must be essential. The constant danger is to include too much. [3, 664-665]. There were also attempts like giving good and poor students different tests, applied by Johnson, Sundeen reports valuable practices for individualizing instruction in unsegregated classes; Haller makes use of minimum, medium and maximum assignments for all lessons; Jackson reports an experiment with a group of repeaters in the De Witt Clinton High School [13, 158-159].

Another point that requires consideration is the very process of compiling assignments. Helen Parkhurst suggests that all the staff should discuss the proposed assignments, enabling the teachers to collaborate intelligently in adjusting and cutting down the amount of work set in each subject. In all schools a tendency exists on the part of each teacher to think his special subject of supreme importance in the curriculum [16, 61]. One of the chief benefits to the teacher comes through the cooperative making of assignments. Mary Hargrave describes the scheme under which all of the teachers of a subject act as a committee to plan the blocks of work, with one as chairman who will put them into form for the typist at least three weeks before they are needed. The members of this committee determine what shall constitute each unit, make inventory of available materials, and try to discover the best means of stimulating interest and forceful attack [11, 378].

Describing an example of Dalton plan implementation Helen Parkhurst says that in order to determine the amount of work which ought to be required from the pupils of each grade the average capacity of the grades was carefully considered. This investigation revealed the enormous amount of work which had been set, and made the teachers realize how 'overpadded' the assignments were. So there were made both departmental cuts, which effected between departments by agreement and academic cuts, which reduced the amount of subject matter [16, 51-52]. We may also take a closer look at the experiment in the Streatham Secondary School, which had over 780 pupils. By the Dalton Plan, as they used it, the assignment, or programme of work to be done in the course of the month, was given to the girls. It told them the matter to be taken and was supposed to give guidance as to the method of attack. The number of lessons was kept to the minimum. Because of varying abilities the assignments were graded. [18, 201].

In an experiment described by Mary Hargrave and which was started in January without being announced. It had been their practice at the beginning of each semester to post uniform daily assignments for the first two weeks, so that the transfers incident to the organization of the school might be made without loss to pupils or extra work for teachers. These assignments were typed and put into the hands of the pupils, and at the end of the two weeks they gave other typed assignments arranged, not in daily lessons, but in units or blocks of work extending from three to four weeks [11, 374].

Janet Baird describes the adoption of Dalton Plan in the South Philadelphia High School for Girls, where due to a large number of students they had to depend on the guidance given in the printed assignment to a greater extent than was probably intended. Although their experience in using own assignments made clear many their

weaknesses and helped them to revise and improve them, they realized that had not achieved the perfect assignment, the one that would fit the needs of every pupil. Moreover, it became obvious that no one assignment ever could be equally successful with every child. [1, 702].

H.C. Mason describes a modification of the Dalton Plan in River Falls. Their adoption was somewhat different for they intended to make the change gradual enough so that the teachers and the pupils could readily adjust themselves to it. The assignments used consisted of blocks or units of work, each sufficient for from one to six weeks. Complete mastery is required in order to secure a mark in each unit. The first block of work in the assignment consists of the fundamental principles or the basic material of the assignment. The next block consists in simple problems or exercises applying these principles or basic facts. The third block may be further application or consist of gathering more details. [14, 783-784].

So what are the key principles that should be followed when preparing an assignment? The first condition of a good assignment is that it shall be invariably written, not oral, clearly expressed, and designed to show the pupil what it is leading up to [16, 58]. Supportive to this idea is the statement by Mary Hargrave: From the standpoint of the pupil, the first great advantage is in the typed assignment. It shows the day's work in its true perspective as part of a larger unit. Being clear and accurate, it can be followed with assurance [11, 376].

The teacher must get rid of the idea that she is preparing a plan for himself. A good assignment represents a block of the whole job compiled from the standpoint of the pupil himself [16, 58]. As it was in case described by Janet Baird, where the analysis of pupils' failures showed that in many cases the guidance given in the assignment was insufficient, and to solve this supplementary assignments were devised [1, 702-703].

The whole contract should be proportionate to the mental power of the average child. On no account should it surpass his capacity to grasp it as a whole. He must be able to take it in before he can measure his time wisely and set himself to its consistent accomplishment [16, 58]. Sometimes, particularly in the upper forms, it was evident to the teacher that the cause of a girl's failure lay not in her inability to master the current assignments but rather in her inadequate mastery of the work covered in previous terms [1, 704].

The Dalton Plan should eliminate unproductive labor. If a quick girl may stop working that lower set of exercises on the rule as soon as she has gained power and find in the higher grade exercises combining this rule with another, so as to introduce a little difficulty, the aim of the grading seems to be satisfied. Her time and effort are being better used than in preparing paper for the waste paper basket by completing the lower assignment [18, 203].

An assignment must be compiled like a syllabus, indicating not only the ground to be covered, but containing helpful suggestions and lists of definite questions to be answered. Helen Parkhurst calls these helpful suggestions 'interest pockets'. They must catch child's attention, so here the teacher's knowledge of the psychology comes into play. It is well to indicate points where consultations with the instructor are advisable [16, 59-60].

The assignment outline in English literature described by Mary Hargrave is as follows: 1. Work in the text to be covered. 2. References to other books. 3. Themes or exercises to be written. 4. Oral work. 5. Drills on technical work. 6. Tentative dates for mastery tests. 7. Set dates for departmental tests. 8. Optional tasks for the better students [11, 375].

A well-constructed assignment can almost be made to serve as an assistant teacher [1, 60]. Lucile Douglas supports this idea in her article explaining that an assignment is divided into four blocks or parts, representing four weeks' work. Within these divisions, the 'problems' or separate assignments are attractively, completely stated and present the work in orderly sequence. These type-written sheets, with the work carefully outlined, are a sort of assistant teacher. [7, 336]. It is also essential that subjects should correlate. A theme assigned in science or history may be also used for an essay, a debate or an oral conference in English. The assignment must not tell too much but should stimulate research. Teachers must not do the work for the pupil, but it is necessary to provide inspiration for his efforts and occasional help over a difficult bit of the road. The ideal to be attained is to make him feel the interest taken by the teacher in his progress without rendering him dependent upon the teacher. [16, 60-62]. We are never sure exactly how much children read between the lines, and in some way or other we should keep before them the view of exercises as stepping stones only to the bank of understanding and power [18, 203].

In composing assignments, different subjects should of course be differently treated. Certain points should, however, always be emphasized irrespective of subject. Teachers must guard against organizing their part of the ten or less different assignments in ten different ways, for the pupil cannot be expected to envisage his job as a whole unless all the parts are so correlated that it appears to him as really one problem [16, 65-66].

The assignment can never be a hasty, last-minute, hand-to-mouth affair [11, 378]. Every teacher would of course want to adapt her own assignments to her individual style of teaching and to the class for which the assignment was intended [3, 669]. The typed assignment saves time for the teacher, who need not spend a portion of each class period on the oral assignment. The absentee is no longer a nuisance. He can make up his work without help [11, 378].

The Dalton Plan shows how to let the pupil convert his interests into well-directed activities, and, best of all, while in the business of preparing for life it allows him to live while he learns [7, 340].

There is a danger, too, that in our preoccupation with the pupils' needs which results from time to time in new plans, new methods, new devices, the supreme need of education, good teachers possessing the self-reliance, initiative, resourcefulness and independence, so much desired for pupils, will be forgotten. About these Miss Dewey has too little to say, forgetting that any plan or method, strictly pursued, may without good teachers in time become formal [12, 669]. Reformers can create a new school and, over time, those new schools adapt to changing conditions, reforming what was initially created. To some, such changes are evidence of a loss: to others, such changes are evidence of a creative adaptability [6, 382].

“How”, in education is as important, at least as, “What”. We feel that the Dalton Plan, the most inclusive of the numerous plans for individualized education, has given us in South Philadelphia a master key which will open for our children as many doors as, with our limitations, now we see [17, 165].

When we want to give students freedom in educational aspect we need to realize how this can be achieved. In the method of individualized learning created by Helen Parkhurst that kind of freedom is created with the help of assignments. To meet the needs of students it is important that teachers realize the need for collaboration. A good assignment must possess definite features, among which are facts that it should be written, proportionate, follow a certain outline. The whole stuff has to understand that they need to shape all their assignments so that they will fit a pattern and together form a whole image. Despite some opinions that under the Dalton Plan teacher becomes a clerk it is obvious that success of this method highly depends on the teacher and is impossible without a skilled professional. Teacher is the person who organizes the learning process and then manages it, having assignments as the major tool.

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Koren E.V.

THE APPLICATION OF INFORMATION TECHNOLOGIES TO STUDYING HIGH SCHOOL PHYSICS

*Kherson State Agrarian University,
Kherson, R. Luxembourg 23, 73006*

Abstract. This paper analyzes the interactive model of virtual laboratories; revealed their interactive capabilities for effective use in teaching natural sciences university students.

Key words: online learning, virtual lab, information technology.

The modern period of development of our society is characterized by the increasing importance of education informatization. One of the priorities of informatization engineering education is the use of new computer technologies in the formation of specific professional competencies. This determines the need for the use of modern information technology in teaching university students in Ukraine. Under the conditions of intensive computerization engineering education to develop modern information technology to support the teaching of science and engineering disciplines - Electronic textbooks, multimedia, animation, models, etc.. Nevertheless, the problem of lack of software tools used for the study of the natural sciences and engineering disciplines is not solved yet. INTERNET opens access to new sources of scientific knowledge - interactive virtual laboratories, which greatly expand and enrich the educational environment. In this regard, the current becomes the task of developing the theoretical and practical foundations of the methods of their use for the purpose of equipping the natural sciences and technical disciplines with new modern training facilities [1].

The purpose of the study - an analysis of interactive models of virtual laboratories, to identify their interactive capabilities for effective use in teaching natural science and technical disciplines of university students.

Interactive training - a special form of organization of cognitive activity the learner. This form requires very specific and projected goals. One of these goals is to create a comfortable learning environment - those at which the student feels his success, his intellectual consistency, which makes the learning process very productive [2].

Essence and meaning of online learning is that the learning process is organized in such a way that almost all the students are involved in a process of learning, they are able to understand and reflect on about what they know and think. Joint activities of students in the learning process, the development of educational material means that each of them brings its own special individual contributions, there is an exchange of knowledge, ideas, modes of activity. And, it happens in an atmosphere of goodwill and mutual support, which allows students to not only receive new knowledge, but also develops the cognitive activity itself, translates it into higher forms of cooperation and collaboration. Interactive activities in the classroom involves the organization and development of dialogue communication, which leads to mutual understanding and interaction, to jointly solve common, but important for each

participant communication tasks. Interactive not intended as a single dominance projection and one of the other views. In the dialog learning students learn to think critically, solve complex problems by analyzing the circumstances and relevant information, weigh alternative opinions, make informed decisions, participate in discussions, communicate with other actors. To do this in the classroom organized individual, pair and group work, applied research projects, role-playing, we are working with a variety of documents and information sources used by individual and group creative and exploratory work. Currently Methodists theorists and teachers practitioners developed many forms of group work. The most famous and popular of them - the "big circle", "chopper", "aquarium", "brainstorming", "debate" [3].

Thus, interactive teaching methods - a special form of organization of cognitive and communicative activities of students in which they are involved in a process of learning, have the ability to understand and reflect on about what they know and think. In recent studies (P.N.Gomulinoy, V.V.Lapteva, I.V.Roberta et al.) [1], confirming the activation of learning and cognitive activity of students using interactive virtual laboratories. However, the methodological aspects of their use in teaching natural science and technical disciplines of university students studied enough. Attempts to approach the consideration of the learning process in higher education is more consistent unified approach, served as the starting point for the creation of a number of theories and concepts of learning. Among the most famous and popular today can be called a theory:

- Problem-based learning (S.I.Archangel, D.Dyoi, I.J.Lerner, A.M.Matjushkin M.I.Makhmutov);
- Programmed instruction (C.H.Kupisevich, N.F.Talyzina);
- Developing training (Davydov, L.V.Zankov, Elkonin);
- Contextual learning (A.A.Verbitsky);
- Student-activity-and student-centered learning (I.A.Zimnyaya, I.S.Yakimanskaya) and others [3].

A special place in this series take research on interactive teaching. But an independent theory of interactive learning in technical colleges as such does not exist. Theoretical approaches to interactive learning, which have deep historical roots, attracted the attention of many scientists. They were interested in how the psychological aspect of the problem - the activity of student questions, to enhance its self-learning and cognitive activity: B.G.Ananev, L.S.Vygotsky, D.Dyoi, A.N.Leontiev, S.L.Rubinstein, J.J.Rousseau and others.

And pedagogical aspect of the problem, aimed at finding the most effective forms and methods of training: Ya.A.Komensky, Makarenko, I.G.Pestalotsti, V.A.Sukhomlinsky, K.Ushinskiy and others.

Since 2001, there have been several studies on the application of information technology in teaching physics students and schoolchildren: N.N.Gomulinoy, I.V.Pabolkova, M.L.Rysina, E.S.Sobeninoy, JG Yarmak.

Interactive virtual laboratories - new information technologies that combine static visual information (text, graphics, color) and dynamic (animated), allowing thus to create images dynamically developing in various information images. Interactivity gives the learner an active position in high school when working with

virtual lab allows to a certain extent control the presentation of information, provides the opportunity to select the rate of learning the material. The harmonious combination of animation, graphics, color and interactivity provides maximum visual and imaginative perception of educational material, develops imagination and vision model, thinking, activates mental activity and the efficiency of absorption of the material increases and stimulates cognitive interest to study the subject. Thus, this kind of virtual laboratories has a high didactic potential and can be varied and used effectively in the classroom in various disciplines, including physics [4].

Virtual Physics (Physics of online) - a new and unique direction in the education system. It's no secret that 90% of the information comes to us in the brain via the optic nerve. And it is not surprising that the people did not see, he will not be able to understand clearly the nature of certain physical phenomena. Therefore, the learning process must be supported by visual materials. And just great when you can not only see a static image showing any physical phenomenon, but also to look at this phenomenon in motion. This resource allows teachers in an easy and relaxed form, demonstrate not only the actions of the basic laws of physics, but also help to carry out online labs for physics in most components of a comprehensive program. For example, how can the words to explain the principle of operation of the pn junction? Just by showing an animation of this process once everything becomes clear. Or, you can demonstrate the process of transition of electrons in sliding glass on silk. In addition, visual aids cover almost all branches of physics. For example, you want to explain the mechanics? Please, here you animation showing Newton's second law, the law of conservation of momentum in the collision of bodies, the motion of bodies in a circle under the action of gravity and elasticity, etc.

Want to study optics section, there is nothing easier! Clearly shows the experiments to measure the wavelength of light with a diffraction grating, and the continuous monitoring of line emission spectra, the observation of interference and diffraction of light, and many other experiences. But what about electricity? And this section is not given enough visual aids; for example, there are experiments on the Ohm's law for the complete chain, the study of the mixed compound conductors, electromagnetic induction, etc. [5].

Successfully meet the challenges of professional education allows computer simulation of physical processes in laboratory studies. Statement of the virtual laboratory workshop in conjunction with field experiments contributes the most to realize a deeper assimilation of physical knowledge and positive assessment of the practical relevance of this knowledge. In modern conditions at high computerization of universities may exercise any virtual physical processes without the use of expensive experimental basis. Computational performance of laboratory and computational graphic works, firstly, promotes deeper assimilation of the students considered the essence of a process, phenomenon, or the law; secondly, creates in the mind of the student's idea that physics - the foundation of the natural sciences, which are based on technical subjects; Third, saves time on calculations; Fourth, improving the ability to communicate with computers, in particular in the acquisition of skills charting functional dependencies of several variables, and, fifthly, contributes to a better absorption of the physical material, physical consolidation of knowledge in

general, the development of physical thought, and perhaps even , scientific intuition [6].

Processes modeling physical processes contribute to the formation of such terms information competence as the ability to navigate in the information flow, the ability to use rational methods of making and transformation of information, updating her skill in creativity, mastery of new multimedia technologies.

Conclusions.

1. A study of learning natural sciences and engineering disciplines engineering students under conditions of informatization of modern education leads to the conclusion that the required quality of education in universities can be achieved, including with the use of an interactive model of the virtual laboratory. However, this model is recommended for use in combination with a full-scale experiment.

2. Terms of the effective implementation of an interactive model of the virtual laboratory are: interactive activities; the use of problem situations; control of knowledge generated by the benchmarking of professional competencies.

3. The methodology of using interactive models of the virtual laboratory is: the use of the principles of socio-psychological training; monitoring of the personality characteristics of students; formation of psychological readiness of teachers to use interactive model, aimed at the development of the intrinsic activity of the students during the laboratory experiment.

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Kiianovskii A.M.

LECTURE EXPERIMENT - AN INTEGRAL PART OF GENERAL PHYSICS COURSE IN HIGHER EDUCATION INSTITUTIONS

*Kherson State Agrarian University,
Kherson, R.Luxembourg 23, 73006*

Abstract. The paper deals with the lecture demonstration experiments in general physics course as a means to improve the efficiency of the educational process. Lecture experiments contribute to a deeper assimilation of theoretical knowledge, activation of mental activity of students.

Key words: general physics course, lecture demonstrations, problem situations, spectacular experiments.

Physics - experimental science, its laws are based on the facts established by experiment. It is quite natural that the teaching of physics should be performed using physical experiments. This provision, in particular, is realized when the laboratory practical.

The effectiveness of the lecture course in physics is largely determined by lecture demonstrations, which are part of the course and an important didactic techniques.

Influence lecture demonstrations on the amount of students' knowledge and effectiveness of this knowledge has been studied by many researchers [1, 3, 4] and, in particular, was checked during testing students 2nd year St. Petersburg State University and questionnaires 3rd year students of the Faculty of Physics, Moscow State University [6].

Criteria for the use of lecture experiments in the learning process were:

- 1) the amount of knowledge of students;
- 2) the effectiveness of their knowledge;
- 3) students' interest in the material being studied;
- 4) awareness of the importance of the students studied material.

The results of the pedagogical experiment clearly show that lecture demonstrations promote deeper assimilation of the students theoretical knowledge, enhance the role of lectures as the main form of presentation in the learning process.

Lecture experiments promote deep penetration into the essence of physical phenomena and processes, helping them to a fuller understanding, assimilation and lasting memorization.

Demonstrations of physical experiments provide the opportunity to lead the cognitive activity of students in the process of observation and study of phenomena.

The effectiveness of the demonstration experiment depends on several requirements. Rather arbitrary they include rich content, credibility, visualization, visibility, short duration, compliance with safety regulations and, of course, the qualifications of the experimenter [1, 5].

Meaningfulness involves the selection of appropriate tools, equipment and methods of conducting experiments that allow you to fully disclose important in these phenomena and processes.

Demonstrate the accuracy of the results of the experiment determines the truth, must be ruled out the very possibility of a different, incorrect interpretation of experience. Necessary to eliminate any factors that could affect the course of the experiment. For example, in experiments on electrostatics is necessary to ensure a dry surface insulating sections of the equipment because of the high humidity in the audience (students breathe!). (In the Kherson State Agrarian University for this purpose, homemade heater dimensions 900×700×80mm, which are located on the panel devices. Heater - a powerful set of vitrified resistance provided the change of power. At the working surface of the device temperature of 50-60 °C).

Visualization. Essence of the phenomenon should be disclosed most simple, obvious means. The simpler the setting, the higher the efficiency of the demonstration. Should be optimally place devices on the demonstration table, highlight, underline important, put into the "shadow" insignificant, minor.

Visibility. Installation and all of its parts must be visible to all students, including those sitting in the back rows of the audience. Some difficulties may arise when removing the meters. In some cases it is possible to recommend the use of light and shadow projection.

The short duration. The number of demonstrations at the lecture should be small, an excessive amount of experiments students tires reduces their interest in the lectures. Lecture demonstrations should mainly be qualitative in nature, are too large amount of time on the quantitative calculations. A small number of lectures on physics, provided the curriculum for students (undergraduate) engineering and biological specialties, also requires minimizing the time for demonstrations. The short duration is achieved thorough pre-treatment plant and actions of the experimenter.

Necessary also to the timing of the presentation of the new material and the experiment. Fast rate of speech lecturer in the description of the installation and slower in the explanation of the essence of the phenomenon, a pause (as in a theater!) In focusing the important phases of the experiment.

Emotionality. Demonstrable experience should be of interest of students. Emotionally connected with the ability to lead a lecturer attention of students by involving them in a particular installation details or phenomenon. Emotionally involved with the aesthetics and fulfilling experience.

Particularly noteworthy are the **spectacular** experiments that would seem to defy common sense. They excite interest in the phenomena being studied and physics in general, evoke positive emotions, long remembered.

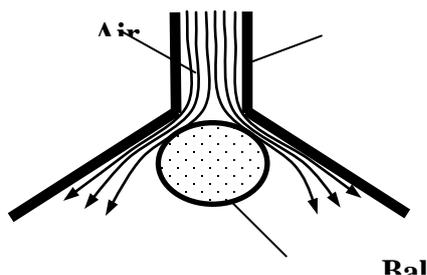


Fig. 1. Hover ball in

For example, in the study of the Bernoulli equation should show such an experience: if the funnel through which a strong current of air (use a vacuum cleaner), push in plastic ball for table tennis, the ball is not pushed by the air flow pressure difference keeps it from falling (fig.1).

Or more simply spectacular experience. If you ask, for example, the students what would

happen if you blow between two closely spaced parallel sheets of paper, the most standard answer - sheets disperse. Only a few knew the correct answer, or waiting for the catch in the question of the teacher, will answer differently. Known to many interesting experiments illustrating the phenomena studied fluid dynamics - the guy the ball in the air stream, the Magnus effect, etc.

Another simple, but produces a strong impression on the students, the experience, though, probably, all those present have seen or heard about it. This experience is very clearly confirms the existence of atmospheric pressure. Glass should be filled with water, close piece of paper and, holding his hand, turn the glass. Water not spills out.

In the study of the law of conservation of angular momentum is traditionally shown by experiments with a bench Zhukovsky. You can offer one more spectacular, easily implemented experiment. Axle of a bicycle wheel with a weighted rim (it should be wound wire) extend the handle length of 20 - 25 cm, which is attached to the end of the cord.

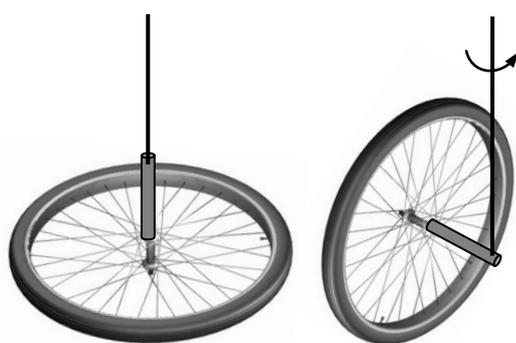


Fig. 2. Demonstration of the gyroscopic effect

If the wheel is not turning, the wheel hangs on a cord (fig.2, a). If the result of the wheel rotation, it begins to precess around the vertical axis, while maintaining the vertical position (fig.2, b).

If you push the car in the direction of precession, the precession due to accelerate the wheel axle rises, the angle between the axis of the gyroscope and the cord is reduced. On the contrary, with a decrease in the rate of precession of the gyroscope axis is omitted.

The audience also watched with great interest the attempts to change the student in the space position of the axis of the rotating wheel.

Very emotional watching the students experiment with transformer Tesla. High voltage, spark length of 10 - 15 cm, glow discharge lamps in the hands of the experimenter, the safety of high frequency currents passing through the human body, made a strong impression on the audience.

The content and didactic goals, most researchers distinguish the following types of lecture demonstrations [1, 4, 6]:

- 1) experience as a source of knowledge;
- 2) experience as a criterion of truth, allows you to check the previously obtained knowledge;
- 3) the creation of a problem situation to motivate students' learning activity;
- 4) illustration knowledge communicated to students in a general way.

Lecture experiment allows the introduction to the theory, confirming the conclusions of the theory makes it possible to show the application of the theory in practice.

When inductive presentation of the material experience - the main source of knowledge is needed if the problem requiring the experiment and asking knowledge to be obtained as a result of experience.

When the deductive approach, the consequences of the theory to be tested experimentally determined knowledge that is supposed to confirm the experience.

An important task of the lecturer is to intensify the mental activity of students. Effective method for solving - creating a problem situation, and lecture experiment is a rational means of nomination of such a problem.

As a rule, the lecturer must combine inductive and deductive methods of presentation.

For each lecture, in accordance with its purpose and objectives should be selected demonstration corresponding to the main phenomena under consideration and choose the optimal methodology for experiments.

A clear understanding of the most important moments of experience - what is the purpose of the experiment, which path is chosen, what is the purpose of each node installation.

Many physical experiments can be effective lecture demonstrations. Must be carefully, in accordance with the purpose and objectives of the lectures given equipment and capabilities necessary to prepare a physics laboratory experiments.

Unfortunately, the lack of adequate funding makes it difficult to purchase new equipment, but many demonstration experiments do not require sophisticated equipment.

New opportunities related to scientific and technical progress, with the advent of modern education of technical training. They allow, in particular, to organize demonstration virtual experiments - video experience, animations of physical processes and phenomena, use the global Internet for the demonstration experiments of network resources [2, 3, 6].

However, most researchers emphasize the importance of widespread use in lectures full-scale demonstration experiments [2, 3, 6] (better to see once than hear a hundred times).

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Yezhov P.F., Karelina N.N.

THE DEFINITION OF PERSONAL COMPETENCIES FOR SPECIALISTS TO BE IN THE FIELD OF VETERINARY MEDICINE

Moscow State Academy of Physical Culture,

Moscow region, Lyubertsy district, Malakhovka, Shosseynaya, 33, 140032

Abstract. This paper contains the material about determination of the leading personal competencies of the specialists to be in the field of veterinary medicine.

Key words: competence, personal qualities, personal competence, a veterinarian, training, Federal State Educational Standard (FSES).

Education reforms in our country have the status of public policy and educational institutions are its performers. The accession of the Russian Federation in September 2003 at the Berlin meeting of education Ministers in the Bologna process has brought new requirements of the European space for higher education in our country. As a result, educational program acquires new content:

- becomes less Directive;
- includes a list of required knowledge;
- focuses on the formation of students' professional competences necessary for effective solutions to manufacturing problems.

It should be noted that the competence is commonly understood as the ability and willingness of the student (graduate) to apply their knowledge, skills and abilities available personal qualities in practical (professional) activity. Currently, the work of educational institutions of higher education use the Federal State Educational Standard (FSES) of the third generation, approved by the Ministry of education and science of the Russian Federation on December 23, 2010, at the direction of «veterinary medicine».

When developing FSES third generation, a positive experience of the educational process in the application of previous educational standard was used. However, it should be noted that the content of the FSES of last generation is aimed primarily at developing teaching (graduate) required General cultural and professional competences typical for highly qualified specialists, including the field of veterinary medicine.

Objective: to determine the list of personal competencies of the specialists to be in the field of veterinary medicine, required for successful implementation of their professional tasks in the future profession.

Currently, this issue is devoted to a sufficient number of studies. Analysis studies have shown that there are different classifications and approaches to the formation of competence of the specialists to be.

Selected in the study of personality orientation competencies as a result of modern education I.A. Zimnyaya emphasized in his study [7]. The author took as a prerequisite for modern reforms significant in all pedagogical science the works by Y.A. Komensky: «the young people should be studied everything that can make a person wise, virtuous, pious».

Description of the structure of competencies by E.M. Kuznetsova and L.V. Mihaleva [4] allow to specify the goals of the educational process and to identify effective ways and methods of achieving them.

The development of key competences of the future specialist by means of physical culture affected by L.I. Lubysheva [8], which considers physical culture like no other includes the greatest number of resources impact on personality and development are important for society and human values.

An integrated approach to the formation of common cultural competences considered in its study by L.U. Bronzino and M.N. Filatova [3], and T.N. Romashkina [9] added the use of innovative technologies to the consideration of this question.

John Raven presented thirty-seven species competencies in his work «Competence in modern society. The identification, development and implementation» [5]. Such personal competencies such as self-control, independence of thought, critical thinking and personal responsibility resonate with the personal competencies selected for study and formation in the study as the most important competence of future specialists in the field of veterinary medicine.

Most of the concepts and developments in the field of competence-based approach outlined in the materials of the «Bologna process» under the editorship of Professor V.I. Baydenko [2].

Personal competencies of the future graduates of specialty «veterinary medicine» reflected in the Federal state educational standards in the section «cultural competence»:

- possession of the culture of thinking, the ability to generalize, analyze, comprehend information, setting goals and choosing the means of achieving them;
- awareness of the social importance of their future profession, having high motivation to perform professional activity;
- willingness to reach the level of physical fitness required for the development of professional skills.

In the first phase of the study to identify significant personal competencies of the specialists to be in the field of veterinary medicine were conducted a survey of experts of twenty Moscow veterinary clinics. A group of specialists with the help of the questionnaire were asked to determine the necessary personal qualities for a young specialist who is going to work after the graduation in the educational organization of higher education in the direction of «veterinary medicine».

The survey results were processed using the method of generalization of independent characteristics recognized in pedagogy as the most suitable for the study of personality in various activities, and content analysis, which helped identify personal competence, which is necessary to form the future specialists in the field of veterinary medicine.

The obtained data showed that the most significant in the selected profession were recognized the following personal competencies of future specialists: responsibility, goodwill, patience, attentiveness, honesty, accuracy, stress tolerance, hard work and ingenuity.

In the second stage of the research the expert evaluation of the significance of identified personal competencies of future specialists was conducted. The selection of experts was carried out. Among the experts there were ten operating doctors of veterinary clinics with experience of not less than three years. With their assistance dedicated personal competence of future specialists were ranking in order of weakening their significance (Table 1).

Table 1**Data expert survey specialists**

Personal competence of future specialists	Estimation of experts										Amount ranks r_j	The deviation from the mean d_i	Squared deviation from the mean d_i^2
	1	2	3	4	5	6	7	8	9	10			
Responsibility	2	9	7	8	8	8	7	4	7	8	68	18	324
Goodwill	1	5	4	4	6	4	5	8	4	4	45	-5	25
Patience	6	4	1	3	3	3	1	9	3	1	34	-16	256
Attentiveness	3	6	9	6	7	6	6	7	5	7	62	12	144
Honesty	5	2	2	7	1	2	2	3	8	9	41	-9	81
Accuracy	8	1	3	1	4	1	3	6	1	2	30	-20	400
Stress tolerance	9	7	8	5	9	7	8	5	9	5	72	22	484
Hard work	7	3	5	2	2	5	9	2	2	6	43	-7	49
Ingenuity	4	8	6	9	5	9	4	1	6	3	55	5	25

Most important, in descending order were recognized the following competences: 1) stress tolerance; 2) responsibility; 3) attentiveness; 4) ingenuity; 5) goodwill.

The degree of consistency of the experts' opinions, as measured by the magnitude of the coefficient of Concordia was 0,298. Statistical reliability of this ratio is evaluated using the «Chi-square»-criterion (χ^2) is equal to 21,67. The coefficient is significant therefore consistency is satisfactory.

In conclusion it should be noted that the identified list and the importance of personal competencies will allow more purposefully and effectively prepare future professionals in the direction of «veterinary medicine».

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Isakova N.P., Dankevych L.R.

**ENVIRONMENTAL AWARENESS AND EDUCATION:
THEORETICAL AND METHODOLOGICAL ASPECTS**

*National University of Life and Environmental Sciences of Ukraine
Kiev, Heroes of Defense 15, 03041*

Abstract. The article highlights the aims, subject matter and peculiarities of environmental education, its influence on the formation of environmental awareness of the younger generation in Ukraine. It is stressed that environmental knowledge is a prerequisite for the development of environmental awareness, and the successful acquisition of this knowledge forms the basis of the environmental outlook.

Key words: environmental education, knowledge, environmental awareness, ethics, environmental culture, ecological environment.

Formulation of the research problem and its significance. The need to study environmental awareness is caused by specific changes in modern society: the conflict between human and nature, transition to the post-industrial stage of social development and globalization. Positive effects and benefits of civilization evolution bring along various risks and hazards, including environmental ones. Currently, Ukraine lives through the processes linked with transition to market economy, adoption of the values of European society, which require changes in all spheres of social life. These changes should be based on existing spiritual and intellectual traditions of the society and provide solutions to environmental problems.

Nowadays human civilization has reached such extreme limits in their attitude towards nature that the mere possibility of its sustainable development is under threat. It has been generally recognized that the major cause of the ecological crisis of the modern society is the ignorance or disregard for the laws of nature, thoughtless, exploitative attitude towards the environment and its resources.

At the present stage of social development, human activity does not only cause environmental threats but, as a German scientist K.-M. Meyer-Abich states, is becoming universal, threatening the integrity of nature as a whole, co-existence of nature and man [8, p.57]. This situation calls for a necessity to change the current way of life, to harmonize the relationship between the humankind and environment.

The main significance of the present research is, primarily, to understand the impossibility to solve environmental problems by technical means only. Philosophical changes are vitally important in this regard, too. The integrity of the natural environment for human existence, and the acquisition of skills necessary for an individual in the contemporary society depend on the level of environmental awareness and environmental education of humankind, and the younger generation, in particular. Environmental education aims to help people understand the causes of environmental changes and to propose the ways to prevent them.

Hence, the importance of environmental education, as a prerequisite for the development of environmental safety; it should become an obligatory basis to solve urgent environmental and social issues of our time.

Analysis of the research problem. Components of ecological awareness were mentioned in the works of ancient authors Heraclitus, Hippocrates, Aristotle, Lucretius, Pliny the Elder. They regarded the nature as a holistic living environment, "Ecumene" the basis of which was the harmony between human and nature. Leonardo da Vinci, G. Galileo, F. Bacon, R. Descartes, considered nature through the prism of technical experiment and developed a mechanistic view of the world. Representatives of Romanticism (J. Rousseau, J. Goethe, F. Schelling,) analyzed the nature as an object of worship, not conquest. In Russian historiography (V. Soloviev, M. Berdyaev, K. Tsiolkovsky) the problem of nature, human responsibility for nature and correlation of the natural and cosmic genesis were covered.

The problem of environmental education is considered in the present research of theoretical and applied character. Modern Ukrainian and Russian scientists (V. Baranovsky, G. Bachynskyi, V. Krysachenko) support the idea of developing environmental awareness as a way of searching for possibilities to harmonize the relations between society and nature. The practical importance of environmental education is analyzed in the works of Ye. Hirusov, V. Krysachenko, M. Khylo, L. Yurchenko. Certain theoretical aspects of the environmental education are highlighted by V. Derkach, A. Yermolenko, T. Ninova, V. Skrebets, et al. Besides, the issues regarding the content, objectives, forms and methods of environmental education were dwelt upon in many PhD theses (A. Vargo, N. Yefimenko, D. Toporovskyi, R. Kharytonov, O. Chernikov et al.). However, it should be noted that the social aspects of environmental education are still not scrutinized thoroughly.

The purpose of the research is to give theoretical justification of the essence of environmental education as a major factor in developing environmental awareness and to characterize its components.

Subject matter. The environmental problems which steadily affect all the spheres of human life have caused the necessity to raise the necessity of environmental education of the population. But, in order to resolve such problems, it is crucial to acquire skilled professionals. Training of environmental experts in different fields of study (engineers- ecologists, geoecologists, agroecologists, specialists in environmental law, management and audit, etc.) can solve certain economic issues of environmental character. However, it is disputable whether it can substantially contribute to solving global environmental problems, because it is the task of all nations to overcome the global environmental crisis, since it is directly dependent on the level of environmental awareness of society. General environmental education at all levels should contribute to ecological awareness of people and it cannot not be a burden of useless knowledge. One of the reasons that lead to deepening of ecological crisis, as G.O. Biliavskyi states, is the low level of environmental education of the majority of executives and government officials in all countries, and Ukraine is not an exception[1, p.87].

Environmental education - is a continuous process of adopting the values and concepts that aim to develop the skills and attitudes which are necessary to understand and evaluate the relationships among people, their culture and the environment, as well as to develop skills in order to make environmentally appropriate decisions and assimilate the rules of behavior in the ecological

environment[5, p.4]. But conscious attitude towards nature is only possible when every person has acquired ecological culture and broad environmental knowledge about the laws of nature. The goal of environmental education is to develop scientific knowledge, outlook and confidence that lay the foundations of a responsible attitude towards the ecological environment.

One of the key documents that determine the content, objectives, and structure of the environmental education is the Conception of the environmental education in Ukraine. According to it environmental education shall involve all ages, professional and social groups, and it shall pursue the following principles: consistency and continuity; providing conditions for the formation of ecological culture on different levels of education; interdisciplinary approach to the formation of ecological thinking; interaction of local history, national and global thinking that promote deep understanding of environmental issues at different levels; specificity and objectivity of knowledge and skills; interrelationship of profound environmental knowledge and lofty human values. Thus, environmental education does not boil down to the study of environmentally oriented disciplines only. It is a combination of the following components: environmental knowledge - ecological thinking - environmental outlook - environmental ethics - environmental culture[4, p.5].

The first level of environmental education involves acquiring knowledge as well as creates preconditions of internal culture of a person, develops readiness to conscious activities concerning harmonization of the relationship between man and society. V. Kryshchenko and M. Khilko note, “What is vital today is not just to accumulate environmental knowledge, but to develop cognitive skills, ability to acquire new knowledge so that to form the basis for a new outlook and, hence, to address any political, social and economic issues primarily from the perspective of nature safeguarding”[6, p.468-469].

Having analyzed the scientific literature the authors have come to conclusion that the overall objective of environmental education and upbringing is the environmental awareness of a personality. It is specified by three main tasks which are to be developed: adequate ecological concepts, subjective attitude towards nature and a system of skills and competences (techniques) to interact with nature.

Environmental awareness can be defined as an organic combination of environmental knowledge, thoughts, ideas, confidence, feelings, aspirations, conception of interrelationship of society and nature, our common future and determination of our place in the ecosystem[2, p.6]. Thus, environmental awareness is realized in purposeful meaningful environmental activities of people, in safeguarding moral values and environmental principles. Due to the fact that the environmental crisis is largely the crisis of human consciousness, it is necessary to change the current dominant consciousness in order to prevent environmental disasters. This stipulates, first of all, a system of ecological education of the younger generation at all levels of their development since the early age.

The knowledge that the young people gain in the process of environmental education contribute to their understanding of the importance of environmental issues and rational use of natural resources. They adopt the key component of environmental outlook - environmental awareness which originates from logical

rethinking of knowledge, transforming them into beliefs. This confidence in the need to protect and improve the environment and to save resources will determine the values and awareness of people, their conscious attitude towards nature.

The task of environmental awareness is to develop creative principles of thinking that would allow an individual to set the goals that reflect the real relationship between human and nature in the dynamics of their development, and realize these goals using overall human knowledge. Ye. Hirusov states, that environmental awareness is a set of views, theories and emotions that reflect the relationship between society and nature in terms of their solutions according to specific social and natural possibilities. The author argues that these are the theoretical and emotional prerequisites for solving environmental problems [3, p.115].

Environmental awareness is based on ideological and moral values, but it envisages their individual awareness. It is shaped by the knowledge and beliefs within the relationships of society and nature, based on environmentally reasonable attitude towards natural resources.

In order to reveal the structure of ecological consciousness of our contemporary, the scholars have identified the key components that reflect his social nature and regulatory functions. In this regard, environmental awareness involves: conscious acquisition of the norms of scientifically grounded, environmentally appropriate use of nature by man, and developing the system of environmental beliefs, knowledge and skills on this basis, which will ensure optimal ecological practical training; learning the rules of using engineering, up-to-date technologies and organization of human activities from the standpoint of responsible attitude towards environmental issues and application of environmental legislation, ecological situation that has emerged in industry in the region and in the state, as well as on a global scale; understanding oneself as part of nature [9, p.158].

A high level of environmental awareness promotes conscious deepening of ecological knowledge and its use for wise co-existence with environment, rationalization of nature use. The level of environmental awareness of young people depends on the level of development of such features as: environmental concern, a sense of responsibility for nature preservation, love of nature. Of great importance in this respect are direct contacts with nature, which make it possible not only to realize the environmental problems facing the society in their general form, but even to formulate these problems in some cases. Environmental knowledge is a prerequisite for the development of environmental awareness, and the environmental outlook is the result of their successful mastering.

N. Lysenko emphasizes that environmental education deals not only with environmental protection, but it is an important component in the formation of human basic vision, comprehensive development of their spiritual qualities [7, p.53]. The key to development of ecological culture of every individual and the society as a whole is well-organized system of environmental education. Environmental education should result in a harmonious combination of a sense of duty and responsibility with a sense of admiration by the grandeur and beauty of the real world. Modern education should be environmentally oriented, notably, based on the latest achievement of environmental research, considering its key trends [7, p.63].

Conclusions and prospects for further research. Thus, environmental education in its theoretical part should be extended to the scientific understanding of the world harmony - nature, man and the principles of their optimal interaction. The objectives of environmental education should be: learning - to acquire environmental knowledge and practical experience in solving problems that occur; upbringing – to form coherent environmental attitudes; intellectual development - ability to analyze cause-and-effect relations of situations and choose the appropriate solutions. Environmental awareness and behavior of students should be based on an interdisciplinary approach, when the relevant information is included in the content of various disciplines. In the academic process it is very important to use the forms and methods which will ensure the profound formation of students' environmental awareness. Further research into this problem will cover the role of knowledge and the capacity of academic disciplines in developing ecological consciousness, studying the mechanism of the emergence of environmental values, reasoning of environmental ethics, working out recommendations concerning the context and procedure of raising the level of environmental culture.

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Romanenko Svetlana Vladimirovna

METHODOLOGICAL APPROACHES TO THE DEFINITION OF THE VIRTUAL SPACE

*Candidate of Sociological Sciences, docent
Odessa National University named after I.I. Mechnikov,
Odessa, Frantsuzsky Bulvar, 24/26, 65058*

Abstract. This article contains an attempt to generalize the ideas about the virtual space from the point of classic theories of the space on the base of sociology science. The author also reveals specific traits and features of the virtual space as the space of the social interaction.

Keywords: space, virtual space, social space.

Today, the phrase "virtual space" is very often used not only on the pages of science fiction or special technical literature, but also in publications on social sciences. As a category, that has become a topic of everyday communication, it is clear to everybody, but it still hasn't precise definition. The occurrence and popularization of the theory of virtualization society [1] focuses on the need to understand what is a virtual space, what are its features, and the way it fits into the system of already defined spaces. Sociology as a science, which has peculiar breadth and universality, allows to reconcile the conflicting opinions about the objects, provides the necessary methodological framework for combining different points of view on this difficult subject.

Virtual space is often mixed with the concept of "cyberspace", which is characterized by the circulation of electronic data and by implementation processes of electronic communication, and which, ultimately, describes just a part of the broader concepts. On the other hand, there is still the view of the virtual space as an imaginary, ephemeral, non-existent. Meanwhile the materiality of the current virtual space is no doubt. In this regard, the main objective of this article is to generalize and formulate possible approaches to the definition and further exploration of the virtual space.

Many researchers consider the formation of a global communication system and a unified information and communication space [1, 2, 3], as the most important social result of the process of informatization which can be regarded as the greatest "geographical discovery" of contemporary times, is commensurate with the discovery and development of new habitat and activity of human civilization. Virtual space is a new environment, the element, that next to the land, the global ocean, subsoil, air and outer space expanded the noosphere and opportunities for social interaction. The complication of the structure of space became the fundamental consequence of this discovery and now can be divided into three components: the physical or geographical [4] space, the virtual space and the area of their interaction and mutual transition.

Familiar reality multiplies in virtuality its diversity, embodying in the virtual models-twins authentic relationships, actions, things, money, ideas, the man himself. The capacity of a virtual space is endless. It seamlessly implements not only

information component of any kind of human activity, but also personal and individual, psychological; only some final operations with objects in one way or another mean the return to classical reality. This process can be considered as the materialization of virtual interaction. An example is the cash withdrawal of profits from virtual transactions, or flashmob as the migration of virtual communication in real space and time.

However, the materialization happens rarer and rarer: more often we can watch the reverse process, which some scientists mark as the "disappearance" of space [5, p. 10] or "simulation"/"virtualization" [1, p. 6] of space. In order to understand these complex transformations and mutual transitions we can, basing on the classification of developed in science ideas about space, especially as a philosophical interpretation of "space" as what "is common to all the experiences that occur through the senses" [6], and allows to explore the virtual space by analogy with the physical.

In the writings of Democritus, Epicurus and their followers can find understanding of space as emptiness, which is in perpetual motion and interaction are atoms. Aristotle proposed to use the category "place", and almost until the 17th century in the science was dominated the idea about "abstract space" of geometry [6].

The development of physics has resulted in a new appeal to the problem of understanding space, in particular was the issue about of "physical space", its existence and comprehension. The theory of relativity denies the specificity of the space, thus according to M. Planck "it is not created out from the world, but then brought back and it is in the metric of four-dimensional variety, which arises due the fact, that space and time are linked in a single four-dimensional continuum by the light velocity" [6]. Modern physics relates to the concept of space with the existence in it fields. Empty by itself, the space has a single property to contain the fields. Energy and matter merge into the concept of field, which encompass both. Mathematical function describes the change of the field's voltage in space. The voltage of the field - the only physical reality.

In modern mathematics the concept of space is extremely general and allows to combine the study of mathematical objects in taxonomically organized structure. The dimension of the space in mathematics is not limited to four dimensions and allows to model space with almost infinite dimension. The most general principle of association of some set of elements in space is to define on this set of certain operations (relations), which must be closed, that is, not beyond the limits of this set, as well as to satisfy some specifications. The implementation of these specifications is necessary for possibility to define coordinate system in the space, through which can be described by the position of any element of space.

The view of modern physics and mathematics about space provides an opportunity to consider and understand the subtleties of the virtual space structure, to describe its geography and topology. On the other hand, give the opportunity to see the virtual features in any space. However, this is not all, the structure of the virtual space is much more complicated, it is associated not only with the natural concept of space, but also social life. Virtual space has not meaning in itself, it is deeply and inextricably linked with the subject of interacting with him.

The French philosopher and sociologist Henri Lefebvre [7] suggested the existence of three types of spaces: physical (nature, outer space); cognitive (logical and formal abstractions); social (social interactions). The particularity of the virtual space is that it can be considered as inextricable linkage of these three types, which, in fact, describe the different levels of the virtual space. The physical component of the virtual space associated with complex technological solutions that generate fields of different types. Cognitive – with saturation of the space information for the knowledge of himself, the world and even not existing in reality things and phenomena. The social component is associated with the experience of human communication in a virtual environment.

The relationship of the virtual space with real occurs at all three levels. The necessary technology can make real money in virtual, virtual goods in the online store is the real thing, lying at our house. That is, on a physical level things materialized, or virtualized, and there is a permanent exchange of matter between virtual and real space. Interaction with the virtual space at a cognitive level also confirms this deep relationship. On the one hand, the virtual space full of all sorts of information (relevant to the truth or fictional) about the real (physical, geographical) space, which can expand the outlook of the contactor, to provoke an absolutely new worldview and, consequently, the behavior in real space. On the other hand, the interaction with the virtual space changes the structure of the latter, selects the necessary and unnecessary, demanded and undemanded information, fills of new images and characters, indicates future directions and perspectives of its development and expansion.

The social component indicates that the virtual space is a space of social relations, which in this sense is just as real as geographical, because movement it requires effort and time [4, p. 21]. In the virtual space as well as in real, you can find social structure: each visitor to this space gets own status, dictating him to the implementation of the respective roles. In this space of possible social mobility channels which can be the ability to program, the ability to create and maintain its own website, the ability to call a person on the conversation, the possession of information, finally, the ability to hack strange database or create computer viruses.

In this case, it is difficult to distinguish the social space, which in its essence is also virtual, and sociality of the virtual space. According to Pierre Bourdieu, the social space characterized by the fact that it can ascend and descend, fly or climb, ripping off the blood to his hands and knees, move to the center or to be marginalize on the periphery. And all these diverse movements, none of which is instant and does not pass without a trace, leave on the soul and the body the stigmata, which are layered on the inevitable signs of the place of birth of the person (both in geographical and social space). These stigmata, which we all covered, be human "being-in-the-world" [4, p. 21].

It can be assumed that in this sense, the social component of the virtual space is "softer" and more humane than the real social space. The variety of possible social relations there is increasing exponentially, allowing you to find like-minded people, to realize projects of communication, which is desirable, but not possible for any reason in the real space. Finally, if the situation is at an impasse, then cut virtual

"Gordian knot" is much easier than in real life. Of course stigmata can "earn" here too, but thanks to its virtuality they allow you to keep your opinion, be yourself and start over. Perhaps this explains the basic phenomenon of the contemporary information society, which did not foresee its theorists: into the world is not made more than earlier information or intellectual products, but disproportionately increased the number of opportunities for communication, and exactly virtual [1, p. 10].

Thus, the virtual space may be defined as the space created by the intersection of the physical space and the space of imagination, and the area of intersection is permanently expanding, capturing new areas of both types of spaces. By own characteristics this space, in which is very active social interaction is social. An extremely important feature of the virtual space is its creativity. It allows almost endless design and reproduction of himself at all three levels. Technical devices that provide output in a virtual space, have no value in themselves, but only as tools for learning and exploring the world, ourselves and others, realization of communication processes, implement to the real (even virtual) most unrealistic dreams and fantasies.

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Samoilik O.A., Levkova E.A.

**NEED-MOTIVATIONAL SPHERE OF PERSON OF MEDICAL WORK
SUBJECT**

*Far Eastern State Transport University,
Khabarovsk, Serishev str. 47, 680000*

Abstract. The paper presents a theoretical analysis of the problem of the study. It describes the main factors of professional success. A result of research of medical activity highlighted the need-motivational sphere of developing personality of the doctor.

Key words: psychology of medical work, progressive motivational profile.

Today, there are sufficient grounds to consider the professional development of the subject of labor as a twin-track process involving the formation of a body of knowledge and skills - on the one hand, and professionally significant personal psychological qualities - on the other one. The first of these components is traditionally paid considerable attention, as evidenced by recently was the implementation of the country's concept of continuing medical education, but the problem is the methodology of psychological support person of the physician at all stages of professional development designed, unfortunately, is weak.

Specificity of professional activity pediatrician includes: a high degree of adaptability in conjunction with thin manual labor; strict regulation of activities in connection with a high degree of responsibility for the health and lives of patients with one hand, and a high level of creativity of the doctor as a research scientist and artist - on the other; a high degree of severity and the risk of the production environment, the severity and intensity of the work process; the need to meet the rapidly growing dental science and practice. The combination of influences on personality doctor negative factors on the level of society (underestimation of the role of physicians), at the industry level (especially vocational activity, imperfect system of training, low wages), at the level of the group (poor morale) leads to emotional exhaustion, professional deformation, negative attitudes towards labor conditions and subject (patient), loss of physical health. The successful solution of medical problems pediatricians not only requires high skills, but also certain individual personality. Psychological aspect of the professional activity pediatrician gets in modern conditions become increasingly important in shaping the social to the individual physician. The study of personal determinants of professional success will increase understanding of the peculiarities of manifestation of internal factors and the role of individual personality parameters in professional activities pediatrician.

Thus, the relevance of this study is due to the need to address both research and applied problems in the implementation of effective psychological prediction success of professional work of pediatricians, the study of the role of the personal factor in the professional and personal self-realization, development of recommendations of psychological support professional activities pediatricians.

Need-motivational sphere of the person subject of the work is devoted to the study of the medical features of interaction and productive use-value systems, the

dynamics of achievement motivation in the development of the doctor as a person and a subject of activity. Marked by the phenomenon of "shift" motivational personality profile in the direction of a physician incentive dynamic tendencies "antihomeostatic" type.

Investigation of the dynamics needs to achieve a seven scales, distinguished on the basis of personal qualities and reflect a particular attitude of the subject, formulated in the "Questionnaire needs to achieve" by Y.M. Orlov reveals equally high importance for the doctor at all stages of the professionalization of the need for emotional acceptance (Scale 5), and the dynamic nature of the demand, determined by personal characteristics such as: internality (scale 1); perseverance, energy, dedication and hard work (scale 2); high preference of professional activity (scale 3); self-confidence, high self-esteem (range 7). With the use of the relative severity of each property or group of properties appropriate scales noted that the increase in internality, dedication and hard work, the personal importance of the physician labor in the process of professionalization of the person is accompanied by a slight decrease (to the level of the average of) self-confidence, self-esteem as a professional personal property of the doctor, which the student professionalization period tends to increase the average level in the training on the 3rd course, to high - at the outlet. There is a decrease in the accumulation of professional experience in assessing physicians possibilities of achieving success of therapeutic and diagnostic activities. This phenomenon reflects the objective state of modern medicine, and it is considered among the significant risk factors for emotional and personal "burn-in" expert. Graphically identify three types of personality profiles, reflecting the dynamics of development of basic personal needs, "even higher" type, reflecting the motivational personal "profile" practitioners (all points of the curve are located in the area of high performance and only one of them corresponding to the scale of "professional self-esteem" is on the border with the middle); "Even reduced" - profile of graduates, which on the scale of "the need for an emotional decision" actually coincides with the "profile" of practitioners, but has a significantly lower components on the scale of "dedication and hard work", "personal significance of the work of the doctor", "focus on the creative approach to the work, "it does not undergo any changes for the period of study at the university level internality (the need to achieve, based on a highly developed ability to take responsibility for their own professional destiny, remains at a level bordering on low rates); "Uneven surface" adept receiving education at the first educational module, with significantly lower scores on all scales except the scales' need for emotional acceptance "and" focus on the creative attitude "(in comparison: "undergraduate courses graduates", "undergraduate courses doctors").

Study of personality typology physician as the subject of professional activity carried out using techniques J. Holland. General analysis of professional preferences (PP) allows you to emphasize the prevalence of doctors 'research' (I-type), "social" (S-type) and "realistic" (R-type) PP, the average level of "uniformity", which corresponds to a high degree of the specifics of professional problems solved specialist, and lets talk about congruence PP clinicians professional environment that implements the medical and diagnostic activities. The phenomenology of being a professional person of the physician includes identified during empirical studies tend

to reduce the level of "differentiation" in the PP professionalization (compared to "doctors with experience of 5 years, doctors with experience of over 10 years")

For physicians of different directions PP have a certain specificity. "For pediatricians typical average level of" homogeneity "PP; pronounced features of "E-type" in conjunction with socially oriented personal characteristics; prevalence of type preferences COI among women (n =4,03) and the type of IRS - among male pediatricians (n*=5,19); Medium-low level of "differentiation" PP at all stages professionalization.

According to the results of the study are highlighted risk factors of the individual states disadaptive doctor. They are presented in four groups: social, activity, subjectivity, no individual-personal. The social factors include: low social assessment of the importance of labor doctor, especially regional health facilities, which hinders the realization of the basic needs of the individual; the increasing cost of health care services; difficulties in the implementation of continuous professional development by passing phases of postgraduate education and qualification categories of protection, especially for the regional hospitals. The group activity-related factors include conditions for the functioning of the labor office, is determined by: the highest level in terms of hazards and risks in the work environment, the severity and intensity of the work process; limited objective level of development of modern medicine healing capabilities providing medical care to patients with conditions of severe, irreversible organic disease, forming the "barriers" in the disclosure of the personal meaning of work and contribute to a sense of frustration, depersonalization; the presence of the effect of "residual activity", which characterizes the process of medical work as an unlimited timeframe directly working time. Group of subjective factors is presented: a large amount of variety of STC, the presence of which is a normative condition of the professionalization of the doctor; the need for the formation and development of ISD throughout the professional cycle; using suboptimal compensation measures and as a result, the development of state uncompensated fatigue; devaluation of professional self-esteem in the process of accumulation of professional medical experience; high requirements for communication and organizational potential expert. Factors are individual-personal groups are: the combination of the structure of PVC specialist property groups, deterministic opposite types of neural features of the person; mainly heterostatic motivational profile; stop development on the values of the "middle" level or at one of the "modes of existence": the formation of high frustration, as a consequence of low social assessment work of the doctor.

Reflection of the results of this study section is a model of formation of individual style physician, considered as a system process, organizes and directs the "vector" of a professional. The model reflects the continuity of the professionalization and the specifics of the mechanisms of formation of the ISD, which is manifested in the forms of mainstream and interaction. The mechanisms of formation of ISD include: adaptation, compensation, correction, as well as the emotional factor, acting individually designed work of the doctor in specific aspects.

The set of empirical data to substantiate model allows the individual physician. It is determined by the generated in the course of the study the concept of dynamic

interaction in the personality structure of a specialist three components: invariant - together professionally important qualities, developing in the process of professionalization of the individual; specific characteristic of the doctors of various specialties and at different stages of professional cycle; variance-psychological characteristics, reflecting the integrated personality dynamic personality of the doctor. These components are provided on four of dynamically interacting levels: 1) socio-mediated personality traits; 2) quality due to the experience and the process of professionalization; 3) special features of the cognitive processes; 4) neurodynamic properties of the individual.

Model of psychological support professionalization of the developing personality of the doctor. The conceptual basis of the model serve conclusion of the systematic nature of the process professionalization subject of medical work and provision for the creation of conditions for development of reflection of subjectivity, the ability to self-regulation mechanisms as professional and personal adaptation. The model has two basic components, with pronounced specificity for each stage of professional and personal development expert: organizational-activity and subjectivity. The first involves the optimization of the potential labor influence fasting and social environment in which identity is formed and develops a doctor. The second is aimed at achieving a state of adaptation by optimizing the mechanisms of self-regulation at all stages and levels of professionalization doctor. The model is intended to be a conceptual framework of programs to achieve the current (future) professional psychological competence to successfully overcome the crisis periods, the development of individuality, achieve self-actualization.

The study suggests the following conclusions:

1. Work Experience physician clinical specialties ("Medicine", "Pediatrics") has a systemic character. It is structured signonomic, tehnomic and socionomic types of labor, the latter are common to all clinical specialties and occupy about half of the morphological structure of professional medical practice. In the work of doctors in all clinical specialties have common unit of activity (CUA), which allows the use of a single conceptual approach to their research.
2. Psychological analysis of medical practice highlights in her system of relations of subject, object, subject-object and indirect type.

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Mitrofanov K.Y., Chebarikova S.V., Budnitski A.A., Levkova E.A.
PSYCHOPHYSIOLOGICAL FEATURES OF YOUNGER
SCHOOLBOYS WITH SPEECH DISORDERS

*Far Eastern State university of Humanities,
Khabarovsk, Karl Marks str. 68, 680000
Far Eastern State Transport University,
Khabarovsk, Serishev str. 47, 680000*

Abstract. The paper considers the physiological characteristics of younger schoolboys with general speech underdevelopment 1-2 degrees, diagnosable by psychological and psychophysiological methods (electroencephalography).

Key words: general speech underdevelopment, psychophysiology, EEG.

The problem of speech disorders in children of primary school age are currently up to date, as every year the number of children in primary school increased. Its importance is also due to the close relationship of speech defects with school performance, psychological status, and social adjustment in the community. In order to successfully carry out the correction of speech defects in these children, it is necessary to well represent the essence of psychophysiological mechanisms of the formation of this pathology.

Abnormalities in language development of children have a different structure and severity. Some of them apply only to the pronunciation of the sounds, others affect the process phonation and usually accompanied by disturbances of reading and writing; and others are expressed in the general underdevelopment as a sound and meaningful aspect of speech and all its components.

The presence of students even weakly expressed deviations in phonemic and lexical and grammatical development is a major obstacle to mastering the program of secondary school. Defective speech activity affects the formation of their sensory, intellectual and affective-volitional. There is a lack of attention span, limited its distribution among children decreased verbal memory, memorization productivity suffers. Students with speech disorders are less balanced neural processes, they are more closed and less focused in the team and adapted to the conditions of school life. All of the above leads to a negative attitude toward school, to any kind of activity and is accompanied by a variety of abnormalities in the psycho-emotional sphere.

If logopedic status with such violations described in sufficient detail, the physiological characteristics of children have not been studied adequately. Versatile psychophysiological examination and study of speech functions in pupils with learning difficulties and behavior are aimed at helping children with speech disorders when selecting the optimal rehabilitation program tailored to the individual characteristics of the child, which should be implemented in a joint work of the teacher, psychologist, speech therapist.

Objective: to determine the characteristics of psychophysiological characteristics of younger schoolboys with GSU.

To achieve the objectives of diagnostic techniques used complex consisting of several blocks:

I. Clinico-physiological methods: study of the functional state of the child's body (the frequency of respiratory movements, heart rate, systolic and diastolic blood pressure); presence of chronic diseases, congenital malformations and border states.

II. Evaluation of logopedic status: rapid diagnosis of oral speech (Fotekova T.A.).

III. Assessment of psychophysiological state: EEG (electroencephalographic) research.

When logopedic study used a standardized test method abridged version for rapid diagnosis of oral speech of younger students. Analysis of the results obtained in the examination of children with GSU showed aborted phonemic perception - 3.37 points (67.7%), motor articulation - 3.26 points (65.1%), which is the basis for a rough pronunciation defect - 8.65 points (57%); marked lack of word-formation processes - 18.67 points (63.1%), especially on the part of qualitative and relative adjectives. Speech defect of these children was characterized by uniformly marked hypoplasia of all the examined components of the speech system. This performance is typical for children with GSU level II. It is believed that children with GSU most often violated articulatory complex sounds: whistling, hissing and resonant; children 5-9 years with normal intelligence mainly broken pronunciation sound "R" - 26% and sizzling - 24%, whistling - 22% of the sound "L" - 10%.

All children (n = 14) had a routine EEG study. The recording was made at the electrodes are applied to the international scheme "10-20". Analyzed the results of the bipolar EEG: the main characteristics of the activity, the presence and localization of slow-wave activity, the existence, nature and localization of epileptiform activity. For the interpretation of EEG used International Classification of EEG in the context of the Lueders it characteristics of normal and abnormal brain activity.

For a correct interpretation of the EEG is important to note that all the subjects were right-handed.

Epileptiform EEG changes in children with impaired speech function were observed in 4 children of the main group. Epileptiform changes are expressed as a generalized and regional epileptiform activity.

In the analysis of the frequency and location of epileptiform activity (EFA) on the EEG in children with speech impairments showed significant predominance of regional EFA in the left temporal region (2 of 4 children), and 1 child - a regional EFA in the right temporal region, with 3 children registered "benign epileptiform patterns of childhood" (BEPC) in the fronto-temporal region of central, and 1 child was found multiregional EFA.

BEPC is five-point high-amplitude electric dipole occurs in 1.6-5% of healthy children under the age of 14 years. In 10% of cases, is associated with epilepsy. Epileptiform activity type DEPD is a marker of functional immaturity of the central nervous system in children.

Continued epileptiform activity on EEG in children not accompanied by epileptic seizures may be the pathogenetic basis of violation of speech and communicative functions due to the "functional block" speech areas of the growing brain.

Also in the study group was found to slow down the basic rhythm relative age norm, which is a non-specific nosological phenomenon, but always indicative of diffuse cerebral pathology. Pathological changes in the EEG in the form of regional continues to slow theta and delta ranges or slowing of the basic rhythm, according to the probable presence of organic changes in the brain.

In the study of the localization of regional variants of EEG changes in children with speech disorders revealed the predominance of diffuse changes (5 children), have 3 children - in the temporal region, and 1 child - in the occipital region, noted the prevalence of left-hemispheric changes (for 2 children) over the right hemisphere (with 1 child).

A greater than normal power of theta rhythms (theta-1 and theta-2 in the occipital regions of the cortex, theta-2 - in the central), which shows the immaturity of the cortical-subcortical connections.

Noted the dominance of the alpha rhythm in the temporal, central and frontal cortex, whereas normal EEG focus of the alpha rhythm is characterized in the posterior regions of the cortex.

The study of psycho-physiological characteristics of younger schoolboys with speech impairments can draw the following conclusion that the EEG of children with speech disorders often associated with changes in the EEG epileptiform (especially in the fronto-temporal region of Central) and diffuse regional variations of organic nature.

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Sushkova L.N., Graschenko A.G.

**WAYS OF DEVELOPMENT OF CREATIVE PERSONALITY IN
TERMS OF TEACHING PEOPLE THE ART OF SINGING**

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

In the article the main directions of the building of the educational process in educational institutions of secondary vocational education, aimed at nurturing a creative person graduate

Key words: ethno-cultural music education, competence, active methods of teaching, scientific and creative activities.

Musical ethnographic art, as part of the culture of the people, is a special artistic and communicative, educational and developmental system and is an effective means of educating the creative personality. Creative basis of folk art with its variation, improvisation, syncretism allows you to unleash the artistic individuality of the personality, which is especially important in the context of professional musical ethno-cultural education in schools socio-cultural sphere.

In the conditions of modernization of education in Russia, today the focus is student-centered learning based on the formation of professional competence, designed to reveal the nature of student leadership, head of the creative team capable of competent, competent work in the field of folk music performance, creative thinking, competitive in today's labor market [1, 2].

Basic conditions of formation of the creative component of the personality of a professional new formation are innovative approaches, forms and methods of training. There are a number of methods, techniques and forms of work of the teacher, which is aimed at activation of cognitive activity of students among which stands out the active teaching method (AMO) as a form of interaction between students and teacher in which the teacher and students interact with each other during the lesson, where students are not passive listeners, but active participants in the process where the teacher and students have the opportunity to creatively influence each other, which is especially effective liberating the student, allows him to open up emotionally and creatively.

The advent of methods of active learning is associated with the desire of teachers to enhance cognitive activity of students and to form active person, possessing all the necessary skills and qualities of a successful modern man. Based largely on traditional folk material, ethnocultural education today takes the transformation of the AMO in the development of many skills in group disciplines special cycle.

So many forms of search-thinking activities in the classroom in the disciplines of creative direction, such as "Folk musical creativity", "fundamentals of folk dance", "folk dance", "Acting", "Methods of work with the folk group" "Music pedagogy", and many other items will allow you to create a situation where with the help of role-playing games, developing the skills of communication, self-solve abnormal situations in terms of creative activity. Such pedagogical process contributes to the

formation of students' creative thinking, independence, logic, encourage scientific and creative solutions, allowing you to simulate and fix their own, the most effective methods of professional work.

The expected result and the criterion for the quality of ethno-cultural music education in institutions of secondary professional music education today is the competence of graduates in various areas of professional work, such as research work, musical performance, organization, management, methodology of work within the academic disciplines of the special cycle and other

Research activities, as one of the directions of the educational process in the ethno-cultural music education includes several areas: expeditionary work, repertoire development (information) security, archiving, etc. This area serves a number of academic disciplines, including "Folk expeditionary practice" associated with collecting, studying and processing the song and folk music.

The value of this work lies in the possibility to get in touch with traditional cultural experience of many generations of tradition-bearers.

Today requires the development of ethnographic accuracy secondary folklore ensembles of multi-channel recordings of traditional music culture, made for the perfect hardware and software engineering, recording and digitization of the recorded material, computer simulation transcribed and arranged music text, visualization ethnographic action. Therefore, the ownership of the means of information and communication technologies in the research, and then in the classroom allows for qualitative data collection, storage and processing of musical folklore material. This work is done by students under the guidance of the teacher within the framework of folk expeditionary practice [4].

The task of the students in the course is to acquire the initial skills gathering works, to be able to organize folklore expedition, to create the conditions in place for fixing collect audio and video material, to win the informants to commit works of various genres folksong and features local Ethnography. Upon completion of the field work, the collected material is digitized, classified, recorded in the archives of the structural unit of the educational institution responsible for the archive collection of such intangible values.

AMO appear here of the need to make quick decisions in terms of field work, when the professional skills of the student, his organizational skills and communicative qualities depends on the forwarding performance of departure for his own research work realized in the course of the project in the discipline "interpretation of recordings of folk songs. The task of the teacher is to coordinate the work of students [3].

This work prepares graduates of music schools socio-cultural sphere to competent, competent work. Subject to the mandatory balance in education between the creative process and scientific work it is possible to prepare high-level professionals capable of translators and researchers of traditional folk culture. This is possible only at sufficiently high competence of the whole number of the system of musical education, the formation of the creative component of the professional personality of the new formation.

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Yarosh A., Konakov B.

**INNOVATIVE METHODS IN THE COURSE OF “LAND RECLAMATION”
EDUCATIONAL SUBJECT TEACHING**

*National University of Life and Environmental Sciences of Ukraine, 03041, 13,
Heroyiv Oborony str., Kyiv*

Continuous development of mankind, update all its fields of social and spiritual life of high school require a new level of training. This is objective requirement of our present and it needs of the widest application of new, innovative teaching methods that stimulate cognitive activity and interest of students in the classes.

According to DS Masocha and NI Opanasenko "Teaching profession requires a special sensitivity to the constantly updated trends of social life, the capacity for adequate perception of the needs of society and the proper correction educational activities". [5]. The realization of this makes the need for each teacher to guide and implementation of innovative technologies in teaching subjects in different directions.

Analysis of psycho-pedagogical and methodological literature suggests that the use and improvement of innovative learning technologies in teaching natural sciences an effective factor in improving the quality of training and ensuring the competitiveness of graduates both on domestic and European labor markets.

The definition of innovative technologies appropriate for use in teaching the subject "Land reclamation", must submit the content of the course and the actual possibility of their implementation. Under typical program of teaching "Land Development" includes 16 hours of lectures, 30 hours of laboratory and practical classes and 26 hours of independent work on individual tasks. During the experiment used a set of various innovative methods to the most optimal enlist the partners in the educational process to active cooperation.

With the signing of the Bologna agreement, Ukraine to the national system of higher education to a comprehensive update of the traditional teaching process actively implemented credit-module and module-rating technology education. In National University of Life and Environmental Sciences of Ukraine preparation of teaching methods in all disciplines carried out structural and modular form, which is certainly an innovation for national education. The structure of the discipline "Land reclamation" consists of three modules: "Theoretical Foundations and irrigation technology plants", "Theoretical foundations and drainage technology" and "Other land reclamation and the basis for environmental monitoring of reclaimed land." Discipline "Land reclamation" is estimated at the module-rating system in the form of current and final evaluation.

In the experiment conducted testing various combinations of innovative teaching methods. *For the theoretical part of the course* was used following technologies. *Audiovisual teaching method.* Using presentations with contemporary illustrative material and text variations helped build problem lecture, allowing students quickly and effectively learn the subject, as well as their optimal emotional learning environment. Topics of lectures rate discipline "Land reclamation" is widely used to

allow presentation of material to students of IT methods, including multimedia. Presentations were made in the shell program Microsoft Power Point.

Method of problem presentation. Part of the theoretical course submitted as formulated cognitive tasks. Expanding the system of evidence comparing views, different approaches demonstrated way to solve the problem. Some lectures to cooperate with the teacher were enlisted the most active and the most creative students. In general, students are under condition the problem statement of a material witness and complicit in scientific research.

Mini-tests method. Systematic monitoring lectures held not to audit the audience, and through the so-called frontal questioning (in writing). This spent 5-7 minutes before the end of the lecture. For a small investment of time the method made it possible to identify how students absorbed material. Check answers allowed executing simultaneously four functions: controlling, organizing (student forced to listen and take notes lecture), educational and developmental. This test was useful not only for students but also for teachers. This allowed us to systematically control the degree of assimilation topic. Thus, attention was drawn to the material of the course, for students whose mastery had some difficulties.

Laboratory and practical work on the course "Land reclamation" provided for use primarily problem-based learning, such as the *research method*. For example, to do the work "Study of Micro-irrigation and defining characteristics of the pressure-cost drip-water outlets" was a special stand that the principle of operation is reduced analogue certified by State Standard of Ukraine stand that functions in the laboratory testing of irrigation Institute of Water Problems and Land Reclamation NAAS. After analyzing the material, production problems and tasks and short oral instruction, students independently studied source and conducted observations and measurements. Initiative, independence, creativity manifested in research fullest. This work, of course, trains students to conduct independent research.

Modernization of higher education in Ukraine requires extensive use of *computer technology training*. To conduct research in the study of drainage reclamation in the second module of the course "Land reclamation" students modeled on the PC filtration processes in soils. To effectively perform the chutes created mathematical models of filtration chute for use in their laboratory work. Each mathematical model had a graphic representation of the tray contained three chutes to study a parameter stream. Math models chutes implemented using programming language "Delphi" 6.0.

During the laboratory work was used as *the method of work in small groups* (from 2-4 to 5-7 persons depending on the amount of tasks and the number of students in a group). In the experiment, it was important to form a team collaboration skills, constructive interaction with colleagues, adequate perception of the actions of others and their own behavior. Assignments for the groups defined work program schedule discipline. Within the group allocated roles: presenter (facilitator), secretary, timekeeper (timing set to work) and responsible persons.

Independent work. Maximum increase motivation to self-mastery student's new knowledge was a crucial component of scientific and methodological support of educational process in the course "Land Development" and realized the following

innovative technologies. *Method projects* provided individual, creative, active and effective approaches to learning. Projects have research and forecasting character. Executive Project as special training tasks was provided individual task, which created favorable conditions for enhancing accountability and to form partnerships between artist's projects and teacher.

Part-search method is also used in the performance of student independent work. This method provided the organization actively finding solutions to pressing problems in reclamation area. It activates thinking embodies individual and creative approach to teaching and. leads to knowledge.

Experience experiment with innovative teaching methods confirmed that high performance is also a form of work, based on a synthesis of class and *out-of-classroom work*. So part of independent work on a theme "Hydrological and hydrogeological foundations hydro-technical land reclamation" offered outside the classroom-based Kyiv Water Information center, or Bortnicheska aeration station (Kyiv).

Audiovisual teaching method. Implementation of the method in performing independent work carried out in the form of audio-visual courses, e-books, computer tests, practical guides for individual and distance learning. To encourage students to increase self-selected topics course preparation, verification of knowledge in this part of the work envisaged in the form of multimedia and *interactive quizzes*. For this shell program Microsoft Power Point presentation was as prepared visual and textual part questions.

Practice experimental use of innovative technologies in teaching discipline "Land reclamation" to draw conclusions that all the methods on the one hand is quite effective and the driving on the cognitive development of students, on the other - help maintain the professionalism and competence of teaching academics at current requirements. A combination of innovative techniques with traditional helps ensure high quality and intensity of educational process in higher education.

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Samoilik O.A., Levkova E.A., Budnitski A.A., Suldina Y.A.
THEORETICAL AND METHODOLOGICAL BASIS OF THE STUDY OF
PROFESSIONAL SUCCESS OF PEDIATRICIAN.

Far Eastern State Transport University, Khabarovsk, 47 Serishev str., 680021

Abstract. The authors consider the problem of professional success of pediatricians. Authors made theoretical analysis of the psychological factors that form the basis of professional success of expert. The data obtained to allow to allocate a system of relations of subject, object, subject-object and indirect type.

Keywords: professional success, a pediatrician, medical psychology work.

Socio-economic well-being of society, quality of life is largely dependent on the health of citizens, their labor activity and the possibility of creating a stable economic and financial base of the state. In modern conditions, public health is largely determined by the activities of the district pediatrician. Experience of psychological research argues convincingly that technological innovation and organizational measures can provide a highly effective professional activity only if the relevant improvement of its psychological structure. The role of the human factor is decisive in many situations of the contemporary work of the doctor. Despite various studies on the psychology of work, could not find work on the analysis of the psychological factors of professional success of the district pediatrician. In this case, the identification of psychological constructs successful specialist can provide the most effective professional selection of young professionals and psychological support of local doctors already working. The urgency of the development of this topic due to contradictions between: 1) the need for effective implementation of the professional activities and the presence of different levels of professional success district paediatricians; 2) the need to improve the success of the activities of the district pediatrician and a lack of theoretical and methodological and empirical basis on which to determine the indicators, criteria and psychological factors of the success of these specialists.

High social importance of health work-related factors destabilizing effect on the personality of the doctor - on the one hand, and the lack of evidence-based system of psychological support for the development of the subject of the medical work at all stages of professional and ways of life - on the other hand, is the essence of the problem situation, deter-standing social The need to determine the psychological specifics of professional activity and the formation of a doctor on the basis of this concept of sequential psychological support of a professional. In other words, obvious theoretical, methodological and practical relevance of systematic psychological study of medical work as a trend of modern psychology of work.

Solution of practical problems, demanded by society, can not be realized without the theoretical foundations. Understanding of the situation leads to a lack of awareness of the elaboration of this problem at the level of science - psychology of work. It is in the psychology of work, analyzing the existing ideas about professional success, its components and criteria for measurement can distinguish differential diagnostic criteria for assessing the professional success of the district pediatrician and develop adequate psychodiagnostic tools [4]. Based on the conceptual approaches to the analysis of

psychological phenomena, can be identified, to explore and build a theoretical model of the system of psychological factors that determine the success of the local doctor, as well as create a detailed empirical model of the psychological characteristics of successful specialist with the release of the most important differentiating factors. [5] Thus, the actual needs of social practice and the lack of elaboration of theoretical foundations of professional success of the entities within the individual areas of professional activity, causing the factors it determined the choice of the theme predetermined object, subject, purpose and objectives of the study.

Conceptual approaches to the study of the subject of work of professional success the basic principles of the system, subject-activity, and personal approaches in psychology. [5] Determined that the study of the phenomenon with the system approach necessitates consideration of professional success as a man of the system property, which is formed in connection with and as a result of its inclusion in the professional activity, appears and is estimated in the performance of the functions of organization, planning, execution, correction activities aimed at desired result. K.K. Platonov belongs empirical personality typology doctor, which is based on the degree of overlap of functions corresponding to the status of the doctor, with his real personality, character traits. Asking K.K. Platonov personality typology physician based on prevailing in Soviet psychology period 70s methodological principles of research and evaluation of the individual as the bearer of certain moral and ethical standards, the activity of which is determined by its social and ideological orientation. [1] All in all, it was the first scientific attempt to investigate the specificity of psychological characteristics of the physician as the subject of professional activities from the standpoint of the personal approach.

Interest is the experience of formation of the reference model of the individual physician by interviewing experts - representatives of the medical profession. Among these works are two studies: a survey carried out in 1987 at the Faculty of Medicine University. Humboldt among students of different courses and research carried out in 1987 at the University of Leningrad. In the first case, summarizes the results of the interviews, which revealed a relatively stable representation of the standard characteristics of the doctor, and in the study of psychologists LSU attempt was made to identify the main personality characteristics of the physician and nursing staff from the point of view of health professionals in the role of expert respondents. In conclusion, the authors rightly argue the need for a socio-psychological methods for certification of health workers of different job status and various health care settings [7]. Work of Leningrad scientists - one of the first carefully performed experimental studies in the field of psychographics of health workers [9].

Systematic approach to the study of professional success defines the position of the person on the integrated harakte-re factors reflected in its performance, the possibilities of mutual compensation and stimulation of the various components of the psyche, while maintaining the required level of professional success. The principles of the activity approach to the study point to the need to identify the subject of work, objectives, conditions of professional activity, system operations, before embarking on a study of the psychological characteristics of a person skilled in the framework of any profession. [14] Subject-active approach to the study of professional success man contemplates the

realization of the situation: a man as the subject of labor - is concerned with the necessary qualities, the initiator of a properly designed, transformative impact in the direction of the object of labor to produce socially valuable results, during which he is actively developing. Determined that a personal approach to the study of professional success of the subject of work is realized by keeping the two conceptual positions: 1) identity - is a multi-level and multi-dimensional system of stable psychological characteristics, which are formed on the basis of biological premises in the socialization process and determine the individual identity, as well as the stability of the structure of personality formed and manifested in the dominant activity; 2) professional success as a system property the subject of activity is largely determined by the characteristics of the components of personality structure. In connection with the study of the success of professional work address such common in studies of psychological characteristics that ensure success as the "ability", "motivation", "personality", "professional qualities".

The concept of capacity is seen in the works of B.M. Thermal, V.D. Shadrikova, E.A. Klimov, V.N. Druzhinin, K.K. Platonov, V.A. Krutetskaya, N.D. Levitov, etc. Analysis of different approaches to the definition of this component of the psyche as possible to determine the ability of stable mental properties that are relevant to the success of the development and implementation of activities, and we mean by ability only quality of cognitive and psychomotor processes with individual differences. This definition allowed to allocate the essence of the phenomenon, without intruding on the other components of the psyche, and of direct relevance to professional success.

An important factor in the success of professional activity was isolated motivational component. Analyzed studies that allow us to consider the position put forward by the motive with monistic positions, as well as studies that are consistent with the requirement to consider the motif as a structural and dynamic conditions [10]. Considering the motif as a complex phenomenon, it was determined that the success of professional work provided a set of specific motivational components (needs, goals, ways to achieve the goals), adequate nature of tasks and conditions of professional activity [11]. It is shown that in the context of a system of studying the psychological success factors appropriately along with the release of an independent ability to allocate separate motives and examine them primarily as needs, considering the other factors of success are fundamentally, and not through the prism of the complex structure of motivational education. As part of motivation identified general work motives as nonspecific focus on the work and professional motives driving force, as specific to a particular profession.

Analysis of studies looking at the individual personality traits as a key to professional success, allowed us to determine the mental sphere, is also a factor of professional success on a par with the abilities and motives. Theoretical and empirical developments possible to identify temperamental-characterological-sphere and identify personal factors of success of specialists in various professional fields. [13]

In the theoretical study of the psychological factors of professional success, it was determined that the consideration of the characteristics of mental isolation spheres leads to ill-founded and reliable results. Only the study of the interaction between the components of the selected areas can explain the reasons for the success or failure of a specialist [15]. Theoretical analysis revealed that such a concept encompassing many

different determinants and for the success of activities, often considered the concept of "professional qualities" (PQ). PQ are defined as a set of physical, biological, morphological, constitutional, typological and neural characteristics, general and professional abilities, especially the motivational sphere and other characteristics of the individual, to ensure effective implementation of professional activities. Based on the study, it was agreed that this is the most general concept, which includes all the above-considered category. At the same time revealed that the concept of "professional qualities" is much broader all these psychological factors of success and includes a number of categories not included in the field of psychological research (somatic, biological, morphological and other characteristics). [14]

Theoretical analysis of the domestic and foreign psychological literature which helped to clarify the nature of professional success and define it as a property of the metasystem "man-profession", which characterizes the subject of work, reflecting its compliance with the profession, job satisfaction, and the desire for further professional fulfillment in this area. Determined that the cumulative assessment of professional success has external components: the evaluation of the effectiveness of diagnostic, therapeutic, preventive, educational and educational, organizational and managerial activities, the effectiveness of professional communication, initiative and inner - assessment satisfaction.

Psychological characteristics of successful professionals are highly organized set of attributes, each of which has a certain optimum development and is in a certain (or compensatory assistance) communication with others.

Theoretical structural and functional model of psychological factors as a subject because of the success of professional work permit a job description study highlight the performance evaluation of professional success district pediatrician and build an empirical model of the psychological characteristics of a successful district-physician to determine significant differentiating psychological factors of success.

Job description gives us an opportunity to get a set of ideas about professional work and its subject. The content developed job description defined requirements for professional education, describes the structure of the labor office, unlike other areas of specialization of medical work, the degree of labor problematical situations, risks, rights and responsibilities. In the context of research activities job description obtained first-hand information about the psychological factors of success of the district therapist through the study of representations of the subject of work [9]. During compilation and systematization of data highlighted the psychological sphere, determining success.

During the analysis of professional activity precinct therapist positions with fundamental psychology was developed psychodiagnostic tools for assessing the effectiveness of the professional activity of the technician.

Comparative analysis of the results of empirical research has revealed the psychological characteristics of the significant differences between successful and unsuccessful precinct pediatricians on the studied psychological characteristics - the level of concentration and switching of attention, level of development of imaginative and verbal memory factor of conservatism-radicalism, capacity for abstraction, the scale of neuroticism factor sociability, isolation, restraint, expressiveness, relaxation-tension level of persistence, the level of empathy, the type of stress, motivation, success, failure

avoidance, orientation on life support, comfort, communication, and overall creativity, the ability to listen. This, in turn, made it possible to form an overall picture of the factors of success.

Holistic model of the psychological characteristics of successful professionals. The most significant factor, given the positive pole in the model for successful district therapist are: emotional stability, expressiveness (optimism), courage, high self-control, concentration, dominance, suspiciousness, listening skills, focus on the social utility, and represented in the negative pole - neuroticism, anxiety, low stress tolerance. As the most significant psychological characteristics that hinder the successful implementation of professional activities are defined: focus on comfort, focus on the social status and livelihood, dominance, low levels of sociability and the ability to listen, introversion, not expressed diplomacy and expressiveness, the average level of perseverance.

In a study of the relationship of psychological features of successful district pediatricians with indicators of professional success revealed the most significant differentiating psychological factors significantly determining the success of professional work. The determining factors are: cognitive ability (high level of concentration and switching of attention); temperamental-characterological features (high level of sociability, the average level of self-confidence, a high level of persistence, high expressivity (optimistic)); emotional characteristics (high emotional stability, stress); motivational characteristics (expressed focus on the overall activity); communicative features (high development of listening skills). As secondary factors of professional success of the district pediatrician revealed: the average level of suspicion (caution in the implementation of professional activities) and dominance, a high level of self-control, expressed focus on social utility, the high level of determination (courage).

As part of a holistic model of psychological characteristics of successful professional between the identified significant factors established relationship and compensatory assistance character, allowing to understand the mechanism of subjective conditioning professional success of a district general practitioner, as well as providing self-development, self-organization, self-transformation specialist as the subject of work.

Practical recommendations for the implementation of training, professional selection of candidates for the post of a district pediatrician, validation, and psychological support for increasing professional success already working professionals. Model of psychological support of the developing personality of the doctor and his professional work includes two basic components that are specific to each stage professional development specialist: organizational-activity (optimizes influence potential labor environment and social environment in which identity is formed and develops a doctor) and a subjective (includes a set of tools and methods of psychological influence, aimed at optimizing the internal resources of the subject of medical labor through mechanisms of self-actualization and external methods of psychological influence). Model is a conceptual framework for developing programs of psychological support professional development of the individual physician, which may vary depending on the specific query, individual personality characteristics of the subject, the specifics of the professional group, its organizational culture, health care setting, the actual socio-economic conditions.

Prospects for further theoretical and empirical research related to the in-depth study of subjective mechanisms of conditioning of professional success and improvement of career development; study of the dynamics of professional success in the process of professionalization of district physicians.

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**Suldina Y.A., Levkova E.A., Budnitski A.A., Samoilik O.A.
COPING-STRATEGY AND THEIR INTERDEPENDENCE WITH
PROFESSIONAL DEFORMATION**

Far Eastern State Transport University, Khabarovsk, 47 Serishev str., 680021

Abstract. Authors consider coping-strategy and their interrelation with professional deformation.

Keywords: deformation, professional deformation, coping-strategy, coping behavior.

Psychological defense is a special stabilization system of personality designed to guard against unpleasant consciousness, traumatic experiences, which are the internal and external conflicts, anxiety and discomfort.

It is important to note that people rarely use a unique defense mechanism - usually they use a variety of security mechanisms to resolve conflicts or mitigate anxiety. Thus, psychological defense is a natural human confrontation aggressive environment. She unconsciously protects it from negative emotional overload. In the process of socialization of defense mechanisms arise, change, rearrange under the influence of social impacts.

All protective mechanisms have two characteristics in common:

1. They are activated unconsciously.
2. They distort, deny, transform, or falsify the perception of reality in order to make trouble less threatening to the individual.

There are two main approaches to the impact of protection on the processes of development and self-realization. In the first defense mechanisms are referred to as normal, everyday means of adaptation of a healthy personality. The functional purpose of them is to prevent disruption and destruction of the individual activities, the probability of which increases in difficult situations. In the second approach explicitly evaluating the use of psychological defense as an unproductive way of resolving internal - external conflict. The result of the unfolding psychological activity is to limit the search activity and self-actualization of the subject.

There is a distinction between pathological and normal protection psychological protection. The basis of this separation are intensity level and types of mechanisms implemented. Health system of psychological defense presented individual set of mechanisms and functions of feedback, regulating growth of mental stress, psychophysiological price adjustments and adaptation occurs when unconsciously reliving painful experiences in order to protect your I of re-injury. Pathological same protection is inadequate strength and nature of the stimulation, her calling. It can manifest itself as a lack of psychological defense, the prevalence of infantile for this individual defense mechanisms, rigidity schemes of defensive behavior, and vice versa, a superstrong functioning psychological defense - so morbid or neurotic defense leads to maladaptive ways of interaction with the outside world.

In paper of F.V. Bassin (1988) presents an analysis of psychological defense, individually and socially. The author notes a kind of dialectic relations between these aspects. At the individual level are allocated its positive consequences for the subject.

Indicates that psychological protection is of paramount importance in the removal of various types of stresses in the spiritual life and is able to prevent the disruption of human behavior does not occur only in the collision of consciousness and unconsciousness, but in the case of confrontation between fully aware attitudes (aspirations of the subject, his intentions, drives and etc.) The main factors that cause emotional stress, lose to the subject in one way or another their significance.

In social terms, is indicated on the negative aspects of the impact of psychological defense on the functioning of the individual, the essence of which is that, as the protection of the individual from unacceptable to consciousness ideas, images, feelings (and thus displacing the area aware of these experiences), psychological defense can be triggered and the opposite manner. And then the mechanism of the unconscious mind and protecting the individual from painful experiences, acts as a factor that plays deeply negative role.

There is a high efficiency of psychological defense in a particular situation and the lack of success in its long-term, more generally, the functioning of the individual. With increasing negative information, criticisms, setbacks are inevitable in case of violation of the socialization process, psychological defense, time allows the individual to perceive a positive objective disadvantage is becoming less effective. In case of failure of its actions, or unformed, in the event of threats to disrupt the neurotic individual instinctively seeking out and often find it in the environment. And the problem that caused the trouble, still remains unsolved (unmet need, uncorrected personal disadvantage, and others.) And leads sooner or later to the other defenses that prevent identity change to meet the new conditions of life.

Thus, in a difficult personal situation, the result of psychological defense may be a departure from the real situation in the addictive behavior, consisting in the change of their condition by using drugs, alcohol, Internet gambling, and others. This form of behavior is destructive and indicates the failure of protective mechanisms.

Thus, maladaptive defense - the difficulty in protective mechanisms, expression of which is the fact that although they may function as an effective protection for the I in some situations, they often have the opposite effect in others. Consequently, no matter how they someone views, they can always lead to psychological disorders in neurotic or death. Usually all safeguards is to successfully displacement and sublimation are considered as a neurotic defense on the grounds that sooner or later they will almost inevitably lead to maladaptive ways of interaction with the outside world.

It is assumed that less promising for the development of the individual are mechanisms involving neurotic symptoms, leading to gross abnormalities in development (projection, denial), as well as retaining a stable state of well-being with an acceptable level of external adaptation (sublimation). More promising mechanisms are not considered allowing the contradiction, but to create an internal condition and time resources to resolve it (displacement).

Just to various forms of social and psychological maladjustment may lead superstrong use of defense mechanisms in the case of extremely severe emotional tension. At the same protection mechanisms "fail" and comes "exhaustion phase".

However, the lack of psychological protection facilitates the development of functional disorders, the development of psychosomatic diseases.

Only adequate manifestation of various forms of psychological defense will contribute to the successful adaptation of the person, which in turn facilitates the process of development and self-realization.

Granovskaya R.M. (1984) defines a function of psychological protection as a way of organizing partial and temporary peace of mind that would gather strength to overcome the real difficulties. In this connection, L.N. Korneev emphasizes the indispensability of psychological protection for the process of professional adaptation. Action defense mechanisms can be shown either that the unfavorable factors are not perceived or understood; or that the discomfort caused in the process of adaptation is associated with a particular person or object; or to reduce the motivation, the suppression of unrealized inclinations and desires; or to rethink the situation, allowing it to reduce the negative emotional impact.

The term "coping" is used to describe the mechanisms of development of psychological conditions caused by extreme events or frustrating situations. R. Lazarus defines coping as "... constantly changing cognitive and behavioral efforts to manage specific external and / or internal demands that are assessed as excessive or exceeding the resources of the person" [3].

Purpose of coping strategy is to weaken, mitigation, avoidance or adapt to the situation. Coping condition is stress.

As the leading factors of coping act:

- 1) personal coping resources (self-image, cognitive abilities, emotional and volitional);
 - 2) sphere coping resources (nature of social support, especially social networks)
- [2].

Consequently, coping is an individual way to interact with the situation according to its own logic, the significance of human life and psychological capabilities. Coping depends on three factors: the individual subject, the actual situation and the conditions of social support.

Psychological significance of coping is effective human adaptation to the demands of the situation, allowing him to possess it, to weaken or relax these requirements, try to avoid them or get used to them and thus repay the stress effect situation.

It features coping resources of the individual contribute to the selection of well-defined coping strategies - the specific behaviors that realizes people in difficult situations.

Bodrov V.A. demonstrated experimentally the influence of professional experience on the system's estimate of stress and strategies to overcome it. Actively contribute to overcoming the stress working conditions, the content of work tasks, the implementation of which requires a separate decision, the choice of solutions, the use of new work methods and equipment, mutual aid and support of colleagues. Processes to cope with stress at work and contribute to a successful stress management in other circumstances of life [1].

Burnout syndrome linked to the types of coping behavior. The use of certain defense mechanisms due to burn up professional, i.e. the more burning, the more powerful defense mechanism is applied. This indicates the relationship of professional deformation with coping strategies.

Analyzing the views of various foreign and domestic researchers of this problem, we note that the choice of behavioral strategies in a problem situation for the individual is a complicated and controversial process. Coping is a personal way to interact with the situation according to its own logic, the significance of human life and psychological capabilities. Coping is a variable that depends on three factors: the personality of the subject, the actual situation and the conditions of social support.

It is necessary, in terms of practical use of knowledge about the coping strategies of behavior, to form certain behavioral patterns to avoid professional deformation, especially in specialties associated with the burnout syndrome.

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Budnitski A.A., Levkova E.A., Samoilik O.A., Suldina Y.A.
FEATURES OF COGNITIVE COMPONENT OF SELF-CONCEPT IN
MEN WITH STIGMATIZED SEXUAL IDENTITY
AND HIV-POSITIVE STATUS

Far Eastern State Transport University, Khabarovsk, 47 Serishev str., 680021

Abstract. The article describes the differences between substantive content of the cognitive component of the self-concept of men with stigmatized sexual identity and HIV-positive status, healthy men with stigmatized sexual identity and heterosexual men with HIV-positive status.

Keywords: self-concept, self-image, stigma, homosexuality, gender, identity, HIV.

Basic theoretical concept of our study was the notion of self-concept as the installation itself, consisting of the cognitive component (self-image), emotional evaluation (self-evaluation and self-attitude) and behavioral (behavioral strategies and styles of behavior); In addition, in our study, we also relied on the structure of self-concept proposed by R. Burns [2].

For studies of the cognitive component of self-concept following methods were used psychodiagnosis: "Free self-description" by S.R. Pantileev and "Personal differential". The results were processed by the method of content analysis and the methods of mathematical statistics.

Base for the study is an international social network for people living with HIV "Peace +» (<http://mirplus.info>) and Khabarovsk club "Rainbow City". Restriction on age ranged from 25 to 45 years. The study involved 60 people (20 respondents in each category).

Content of the self-image expressed through a hierarchical system of categories and subcategories.

Total number of responses of men stigmatized sexual identity with HIV-positive – 132 specifications; heterosexual men with HIV-positive – 167 features; healthy men stigmatized sexual identity - 140 the number of individual characteristics, the men stigmatized sexual identity with HIV-positive status to describe themselves formed from the entire set of answers – 39 characteristics; heterosexual men with HIV-positive – 43; characteristics of healthy men stigmatized sexual identity - 38.

Average characteristics used in one self-description, the group of men stigmatized sexual identity with HIV-positive status was 9.6; heterosexual men with HIV-positive - 9.5 for healthy men stigmatized sexual identity - 9.1.

It is important to note the fact that all three groups of study participants subjective (personal) characteristics prevail over the objective (social), such as, for example, status, role. In men, a stigmatized sexual identity with HIV-positive percentage of the objective characteristics of the total response rate - 15.9%; heterosexual men with HIV-positive - 19.1%, in healthy men stigmatized sexual identity - 14.2%.

In general, based on the above data, we can say that between the two groups of men with different sexual identities with different HIV status is no significant difference in the cognitive complexity of the self-image.

Treatment of self-descriptions of men of different sexual identities with different HIV status got the following categories who have their own weight and the rank for each group of men (Table. 1).

Table 1

Indicator on the share and rank the categories in the self-image have of men of different sexual identities with different HIV status

Categories	Men stigmatized sexual identity with HIV-positive		Heterosexual men with HIV-positive		Healthy men stigmatized sexual identity	
	Weight (%) of the total of number of characteristics	Rank	Weight (%) of the total of number of characteristics	Rank	Weight (%) of the total of number of characteristics	Rank
Me and my behavior	21,9	1	15,6	2	17,8	1
Me and my emotional qualities	20,4	2	13,8	4	14,4	3
Me and my self	18,9	3	8,3	8	15,7	2
Me and my volitional qualities	14,3	4	14,4	3	8,5	8
Me and my intellectual qualities	8,3	5	12	5	9,3	7
Me and my activity	6,3	6	8,9	7	11,4	5
Me and my socially significant characteristics	5,4	7	17,4	1	10	6
Me and my appearance	4,5	8	9,6	6	12,9	4

It is important to note the following: the absence of a group of men stigmatized sexual identity with HIV-positive sub-category of "Me and my motivational sphere." This subcategory does not stand out due to the fact that the descriptions, which could be attributed to it, there were only a few cases. That is, the men in this category, describing himself, was not considered significant to talk about what they like, what interests them and what they would like to get or achieve in the future. In other words, we can say that in their way self poorly represented or even absent area associated with the interests, goals, hobbies, values. This may indicate the difficulties of understanding of their value-semantic scope of this category of participants.

In the analysis of self-descriptions of healthy men stigmatized sexual identity draws attention to the fact that they are in the same self-description could be used to

describe himself opposite qualities - "happy, sad", "open, closed", "stubborn, passive", "strong, dependent, infantile", "natural behavior, secretive".

In the group of heterosexual men the appearance of the opposite qualities in one self-description is not met.

This suggests that a group of gay men is characterized by less consistency in the perception of themselves as well as, most likely, taking into account the characteristics of self-determination, a large internal inconsistency.

For heterosexual men is characterized by large coherence in the perception of yourself.

Since the self-description of men in the three groups contain mostly subjective characteristics, reflecting not only the vision of themselves, but also their evaluation component, it is possible by counting the total number of positive, negative and neutral characteristics to draw some general conclusions about the direction of self-image (positive or negative) (Table 2).

Table 2

The number of positive, negative and neutral characteristics in self-descriptions of men of different sexual identities and different HIV status.

Characteristics	Men stigmatized sexual identity with HIV-positive	Heterosexual men with HIV-positive	Healthy men stigmatized sexual identity
Positive	37,8%	24%	52,1%
Negative	38%	32,3%	34,3%
Neutral	24,2%	43,7%	13,6%

In general, based on the data it can be concluded that between men of different sexual identities with different HIV status, there are differences in the ways of describing the representations of themselves, in the subjective importance of a species characteristics, consistency of these representations.

Ideas about themselves in homosexual men with HIV-positive, primarily focused on the characteristics that reflect the behaviors, emotional sphere, characteristics related to the search of the "I" self-determination, and the characteristics of its own uniqueness in congruence-compared with other.

In men, heterosexual content of the self image cut across socio-desirable characteristics, specifications, suggesting that in the construction of their self-image of men in the first place are oriented on traditional gender values.

Healthy men stigmatized sexual identity self-concept is focused on the characteristics that reflect their behavior, self-determination, the emotional sphere and characteristics associated with the appearance.

In the presence of homosexuals descriptions associated with the release of a majority, opposition to others, may indicate that their self-image is based on comparisons and differences from the heterosexual majority.

Presence in the self-description of the characteristics identified by us as "the search for the Self," may indicate that homosexuals difficult self-understanding, there is no clear understanding of the meaning of the "I", which is also confirmed by the lack of representation of the motivational sphere of self-description.

The absence of the motivational sphere of self-description also suggests the possible existence of violation of time transpective self image of gay men, which is probably also due to the difficulties of self-determination, the lack of "support" life scenarios that are heterosexual men. They describe themselves as "ambitious", but to achieve the desired resource in their self image is missing.

In general, the self image have of men of different sexual identity with HIV-positive status is more controversial and contentious. By comparison, in healthy men stigmatized sexual identity of the represented self image agreed more.

The study of "real self" using the technique of differential personal-ferential gave the following results.

Significant differences were detected image of the "real self" between the three groups of men: gay men with HIV-positive people represent themselves, compared to heterosexual men with HIV-positive: a charming, less powerful, less talkative, more reserved, less resolute (all the characteristics of a difference significant at the $p < 0.01$), more conscientious and less honest ($p < 0.05$); compared with healthy men stigmatized sexual identity: less charming, more conscientious, less talkative, less energetic ($p < 0.01$).

On factors "Assessment", "Strength" and "Activity" we have identified significant differences ($p < 0.01$) between the groups of men (Table 3):

Table 3

The mean values of the "real self", according to the factors "Assessment", "Strength", "Activity" in men of different sexual identities with different HIV status

Real Self	Men stigmatized sexual identity with HIV-positive	Heterosexual men with HIV-positive	Healthy men stigmatized sexual identity
Assessment	6,3*	9*	9,3*
Strength	-0,8*	7,2*	-0,5
Activity	3,5*	8,3*	8,6*

*significance level $p < 0.01$

Our findings may indicate that men are stigmatized sexual identity with HIV-positive, compared with men, heterosexual HIV-positive and healthy men stigmatized sexual identity, rarely see themselves as bearers of positive, socially desirable characteristics, they are less likely to describe themselves as highly energetic, active people.

The study of the image of the "ideal self" men stigmatized sexual identity with HIV-positive compared to the "real self" revealed the presence of the following significant differences.

Men in this category would be more charming, more powerful, more conscientious, more equitable, more friendly, more honest, more independent, more determined, more confident, more independent, more activities, more energetic, less stressful, more calm and imperturbable (all the characteristics of a difference significant at the $p < 0.01$); more open ($p < 0.01$) and at the same time, more silent ($p < 0.05$).

In general, the ideal self image between groups of men were you-revealed significant differences ($p < 0.01$) by a factor of "Assessment", "Power" and "Activity" (Table. 4).

Table 4

The mean values of the "ideal self", according to the factors "Assessment", "Strength", "Activity" in men of different sexual identities with different HIV status.

Ideal self	Men stigmatized sexual identity with HIV-positive	Heterosexual men with HIV-positive	Healthy men stigmatized sexual identity
Assessment	20*	16,6*	18,5
Strength	15,1*	11*	13,4
Activity	13,2*	14	9,9*

*significance level $p < 0.01$

The obtained results may indicate that men stigmatized sexual identity with HIV-positive status to a greater extent compared with heterosexual men, are interested in developing at socially desirable and encouraged qualities.

With respect to the factor of "activity" in an ideal manner of men I have stigmatized sexual identity with a different HIV status orientation can note the following: HIV-positive men compared with healthy would like to be more energetic and open.

We have found significant differences in the relationship between the concepts "real self" and "the majority of women" and "real self" and "most men" between men of different sexual identities with different HIV status.

Gay men with HIV-positive people consider themselves to be more conscientious, activities, decisive, fair, more calm; less charming, less talkative, less open (all the characteristics of a difference significant at the $p < 0.01$), as well as more honest and less responsive ($p < 0.05$) than most women.

Men in this group believe that they are similar to the majority of women with regard to characteristics such as "weak/strong", "irresponsible", "uncertain", "irritable".

Between women of different sexual orientations in the concept of "most women" have been revealed significant differences ($p < 0.01$) by a factor of "Strength" and the factor "Activity" (Table 5).

Table 5

The mean values of the concept of "most women" according to the factors "Assessment", "Strength", "Activity" in men of different sexual identities with different HIV status.

most women	Men stigmatized sexual identity with HIV-positive	Heterosexual men with HIV-positive	Healthy men stigmatized sexual identity
Assessment	5,3	7	5,9
Strength	-5,3*	-4,1	-1*
Activity	12,3*	13,8	17*

*significance level $p < 0.01$.

The obtained results may indicate the following: for gay men with HIV-positive, the notion of "most women" less attractive in comparison with healthy men (all values on the factors is low).

We have obtained significant differences in terms of differences between the concepts of "real self" and "the majority of women," according to the factors "Strength" and "Activity": participants in all three groups believe that their characteristics are included in these categories are more developed and expressed by compared with the "majority of women."

Between groups of participants in the perception of most men were found significant differences ($p < 0.01$) factors "Assessment" and "Power" (Table. 6).

Table 6

The mean values of the concept of "most men", according to the factors "Assessment", "Strength", "Activity" in men of different sexual identities with different HIV status.

most men	Men stigmatized sexual identity with HIV-positive	Heterosexual men with HIV-positive	Healthy men stigmatized sexual identity
Assessment	9,5*	8	5*
Strength	16*	10,9*	14,6
Activity	1,9*	1,8	4,8*

*significance level $p < 0.01$.

These results suggest that for men stigmatized sexual identity concept of "most men" is characterized by a greater attraction for the socio-desirable characteristics, as compared with healthy men of homosexual orientation, the similarity is observed only in relation to the factor "Power." In both groups, it has a relatively high value. The value of the factor "Power" also has a high value for gay men with HIV-positive compared to heterosexual men. Factor "Activity" of the least attractive to participants homosexual HIV-positive status.

In general, men stigmatized sexual identity concept of "most men" are more socially desirable and is endowed with will power.

According to a study of the cognitive component of the self-concept in men of different sexual identities with different HIV status, we can formulate the following conclusions:

- between men of all three groups, there are differences in the ways of describing the representations of themselves, in the subjective importance of a species characteristics, consistency of these representations;
- self-image of men of different sexual identity with HIV-positive status is characterized by contradictions. The self image have healthy male homosexual identity is characterized by greater consistency, positive orientation;
- in homosexual men with HIV-positive self-image are mainly focused on the characteristics of the behavior and characteristics of the affective sphere, the latter being more evidence of emotional instability of this group;
- presence in the image I have homosexuals characteristics of self-determination refers to the process of finding their new "I" and perhaps the difficulties of self-

knowledge and self-understanding, which is also confirmed by the low level of representation in the form of self motivational sphere;

- male homosexual ideas about themselves are primarily concerned with the social and desirable characteristics that can act as a factor of socialization.
- in their ideal conceptions of the men themselves stigmatized sexual identity are more focused on the development of approved social characteristics, heterosexual men - on the development of the characteristics of volitional healthy men stigmatized sexual identity - for the development of the characteristics of the activity.
- for gay men with HIV-positive, the notion of "most men" have greater appeal in comparison with healthy men stigmatized sexual identity;

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Maltseva O. G.

RESEARCH FUTURE AGROENGINEERS MOTIVATION TO USE THREE-DIMENSIONAL MODELLING IN PROFESSIONAL ACTIVITY

Samara State Agricultural Academy,
Samara region, Kinel, Ust-Kinelsky, Uchebnaya 2, 446442

Abstract. In article the issue future agroengineers training to the modern design activity characterized by broad introduction of information technologies is touched. In this regard future agroengineers readiness to three-dimensional modeling in professional activity and, in particular, its motivational component is considered. Experimental data and their analysis testifying to positive dynamics in formation levels of a motivational component are given.

Key words: three-dimensional modeling, readiness, motivational component.

At the present stage our state development big disproportions between requirements of labor market and results of the higher education system activity are observed. In many industries there is a burning issue of the qualified engineering shortage shots that is repeatedly noted at the government level.

Especially strongly this tendency is expressed in agricultural production in connection with broad introduction of the automated industrial technologies considerably changing the image of this a national economy branch. These technologies studying is actually now because the agricultural machinery market was overflowed by the import machines complexes having high automation and a computerization extent. And design, the analysis of a collecting, working capacity, reliability, and in a result and production of all import machines complexes, also happens on the latest technologies basis based on three-dimensional computer modeling.

Considering creation and introduction in production of new agricultural machinery process in our country, it should be noted duration of development stages, tests and concrete products completions and impossibility of implementation of above-mentioned stages without possession of agroengineers three-dimensional modeling technology. Together with it completion of already ready import samples happens much quicker, also when using this technology.

The developing situation demands from the higher professional agrarian education system fastest introduction the disciplines directed on perspective technologies studying, including three-dimensional computer modeling.

According to it the purpose of this work is research the motives inducing students to studying and mastering three-dimensional modeling technology and components motivational a future agroengineers readiness component for three-dimensional modeling in professional activity.

The concept « future agroengineers readiness for three-dimensional modeling in professional activity» it is understood the steady integrative characteristic of the personality including motivational, cognitive and activity components which formation degree defines realization efficiency of tasks in the field of objects models

design with use 3D - modeling (three-dimensional modeling) and also causes his professional competence improvement [6].

For the purpose future agroengineers readiness formation for use three-dimensional modeling in professional activity and determination the developed means efficiency the pedagogical experiment made from 2009 to 2011 on the basis engineering faculty of the Samara SAA was planned and realized. In total 152 students of a third year of the «Agriengineering» preparation direction (from them 51 persons were trained in experimental groups and 101 – in control) participated in it [7].

In experimental groups students studied discipline «A technique of three-dimensional modeling in modern agroengineering application », developed according to the research program. Control groups students had standard agroengineering training which contents didn't include material of discipline [6, 8].

During experiment the elements of a didactic means complex entering program and methodical providing the course «Technique of Three-dimensional Modelling in Modern Agroengineering Application » and their influence on students readiness formation for use three-dimensional modeling in professional activity were checked. Research of motivational, cognitive and activity components in dynamics was supposed. An inspection formation levels was carried out in two stages: stating and forming.

For determination formation level of a readiness motivational component such methods as questionnaire, conversation were used. Cumulative results of these methods and generalization of estimates allowed to determine the students motivation level [6, 8].

Students Training in use of three-dimensional modeling in the future professional activity can be possible and, especially, effective only when the trainee is internally ready also itself aspires to it.

Thus, identification of the motives inducing and directing students activity, their interest in three-dimensional modeling studying is important. A. N. Leontyev emphasized what exactly motive designates that objective in what the need for these conditions is concretized [3]. Perceived (represented, imaginable) the subject, gets the incentive function, i.e. becomes motive [2].

Understand the reason which is the cornerstone of a choice of actions and acts, set of the external and internal conditions causing students activity [5] as motive.

Repeatedly emphasizing communication of motive and the personality, motive and activity, it is possible to tell that motive – multilateral education. For this reason it is almost identified quite often with all motivational, that is inducing factors that generates a certain confusion in its understanding. The motive reflects a condition of complete structure of the personality. It considers «interests» of all systems and is the regulator of initial activators. Therefore, the motive has the strategic characteristic, in it, according to V. G. Leontyev, the care of the personality of the present and future is embodied [4].

In this regard it was necessary to learn motives importance degree for which students experimental and control groups addressed to three-dimensional modeling studying at the first stage of the experimental program implementation, that is before

the forming experiment. For an assessment of importance degree the motives inducing students to studying three-dimensional modeling bases modified technique Yu. V. Vardanyan was used [1]: when carrying out questioning in the answers students table had to note in the corresponding column the importance («very significantly», «it is a little significant», «significantly», «not significantly») the motives listed in a schematic map. During processing of results quality standard corresponded to an assessment in points and the GPA (tab. 1) was calculated.

Table 1

Assessment importance degree of the motives inducing students to three-dimensional modeling studying

		The motive inducing to the three-dimensional modeling studying	EG (%)	CG1(%)	CG2 (%)
External motives		Presently it is prestigious to work in the three-dimensional modeling program	5,30	5,28	5,37
		Aspiration to be more educated than others	4,88	4,35	4,02
		Aspiration to get approval of parents	3,15	3,56	4,01
		Aspiration to gain the diploma about the higher education	4,56	3,99	4,18
		Aspiration to achieve respect of teachers	2,75	2,9	2,15
		Aspiration not to start a subject of an educational cycle	2,98	2,64	2,38
		Desire to get a grant	5,65	6,88	5,92
Internal motives		I want to receive a prestigious place of work in the future, and for this purpose it is necessary to own information technologies, in particular modern three-dimensional modeling technology	4,20	4,15	4,45
		It is necessary for my future professional activity	3,20	3,08	3,11
	0	It is pleasant to work with three-dimensional models of objects	3,15	3,29	3,48
	1	Aspiration to develop the knowledge and abilities in the three-dimensional modeling field	3,90	4,15	3,99
	2	Aspiration to increase the common cultural level as on classes in three-dimensional modeling we learn a lot of the new	2,56	3,16	2,99

Research the motives inducing students control and experimental groups to three-dimensional modeling studying showed that in all groups external motives (prestigiousness of work in the three-dimensional modeling program, aspiration to be more educated than others, aspiration to gain the diploma about the higher education, desire to get a grant) prevail over internal motives (the aspiration to develop the knowledge and abilities in the three-dimensional modeling field, aspiration to increase the common cultural level is pleasant to work with three-dimensional models of objects). At the same time among external motives for students control and experimental groups the motives connected with further prospects, than motives of approval are more significant.

The criteria indicators and levels for a motivational component of future agroengineers readiness for use three-dimensional modeling in professional activity presented in table 2 were formulated.

Table 2

Assessment formation levels of a motivational component of future agroengineers readiness for the three-dimensional to modeling in professional activity

Indicators	Levels of formation of a motivational component readiness			
	High (5...4,5)	Sufficient (4,5...4)	Average (4...3)	Low (3...2)
Understanding need of three-dimensional modeling for future professional activity	It is convinced of requirement, it is very significant	The requirement is rather well realized, is significant	The requirement is insufficiently realized, is rather significant, than isn't significant	Poorly or at all the requirement isn't realized. It isn't significant
Interest in knowledge acquisition, abilities and the user skills in the three-dimensional modeling field	Steady, active and positive interest	Rather steady, positive interest	Changeable, positive interest	Indifferent, negative interest is more rare
Aspiration to study three-dimensional modeling in the 3ds Max program	The pronounced aspiration, is strongly shown	The aspiration is constantly shown	The aspiration is shown changeably, there isn't enough	The aspiration isn't shown, isn't expressed

The obtained data on a motivational component of the studied readiness were correlated to conditionally accepted rating scale allowing to define its development in each student. Then in control and experimental groups the students number having this or that formation level of this component was defined.

At the stating experiment stage the formation levels of a motivational component at experimental and control groups were estimated. The motivation to three-dimensional modeling studying was in all groups at a low level and the general motivation level in all groups was approximately identical that was confirmed by the calculated statistical criteria.

After carrying out experiment it is established that students number in the experimental groups possessing the sufficient and high formation level of motivation in comparison with initial level I raised, and in control groups the motivation remained at the former level or slightly decreased.

Estimating extent of the happened changes with statistical criteria, it is possible to note that motivation levels in experimental and control groups differ so that they aren't uniform any more. Thus, the effect these changes is caused by applied means efficiency future agroengineers readiness formation for three-dimensional modeling in professional activity that is characterized by positive dynamics in motivational component levels in all three years of experiment.

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Kotova S.S., Hasanova I.I.

**THE BASIC THEORETICAL PRINCIPLES OF
PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT OF
PERSONAL PROFESSIONAL SELF-DETERMINATION**

*Russian state vocational pedagogic University,
Ekaterinburg, Mashinostroiteley, 11, 620012*

Annotation. This article deals with the theoretical bases of psychological and pedagogical support of personal professional self-determination in the conditions of socio-economic transformation of society. Analysis of the basic functions, theoretical and methodological principles and approaches of psychological and pedagogical support of personal is professional self-determination.

Keywords: Personal is professional self-determination career guidance, psychological and pedagogical support of professional self-determination, continuous education, innovative technologies.

The problem of professional self-determination attracts the attention of a wide circle of researchers, philosophers and sociologists (M.S. Kagan, M.N. Rutkevich, A.G. Spirkin, V.A. Poisons and other), pedagogues and psychologists (K.A. Abulkhanova-Yugoslav, L.I. Bozovic, M.P. Ginzburg, A.V. Petrovsky and others).

The most important criterion is awareness and productivity of professional self-determination of personality and its ability to find personal meaning in the professional work to design, create your own professional life independently, to be responsible for making decisions about the choice of profession, occupation and place of work.

The works on professional self-determination analysis and personal development shows, that the greatest theoretical justification has been given to such issues as: personal self-determination in later adolescence and youth ages; formation of psychological readiness to professional self-determination; problems of the aptitude and selection of profession formation; study of professional development and professional personality typology; psychological-pedagogical diagnostics, expert evaluation and monitoring of education quality.

The problem of professional self-determination becomes most relevant when a person has to change a career, as the present socio-economic environment is characterized by uncertainty, instability, dynamism professional self-determination becomes actual throughout the person is professional life. For a student in a secondary or vocational school to cope with professional self-determination, a set of necessary competences is required. And to solve a question of employment correctly, to find an individual career route, an optant must have the competencies for finding himself in the changing world of professions.

In this regard, the development of the problem of psychological and pedagogical support of professional self-determination becomes extremely important. Although the term «support» has become common among professional psychologists and educational specialists and used both conceptually and in practical activities. There is still no unity of professional opinions in the definition of this concept.

The importance of psychological support for people was noted by A. Adler. In his works, he marked that understanding and support can compensate the inadequacy of the human and convert his weakness into his strength. Thus, studies of U.V. Slusarev, the term «support» is used to mean «not prescriptive forms of psychological assistance», aimed not just at strengthening and completion of personality, but at the development and self-consciousness of a person, at assistance, triggering mechanisms of self-development activating person is resources.

T. Yanicheva understands as psychological support the system of organizational, diagnostic, training and developing activities for teachers, aimed at creating optimal conditions. The essential characteristic of support in this approach is to create conditions for the «self-help».

According to E.F. Zeer «psychological support is a holistic process of learning, formation, development and correction of professional growth [1]. Therefore, the psychological support of professional formation of the personality includes: support, encouragement and assistance during the whole professional life of a man; professional consultation; personality-developing technologies of education; certification; psycho professional growth; professional correction, rehabilitation, psychological preparation for leaving the profession.

Developing the concept of the psychological support of professionalisation of the teacher, Professor N.S. Glukhanyuk [2] defines the maintenance as a method creating conditions for making the subject of optimal solutions in various life conditions. The situations of life choices include various problem situations, solving which a person determines his own way of development.

In our opinion, the aim of psychological-pedagogical support is to create special conditions for establishing, updating, development of professional and personal capacities, satisfaction of needs in social and professional self-determination, formation and enrichment of socio-professional installations, motives, attitudes, value orientations, initiating processes of self-development, successful professional adaptation, professional growth and career, reaching the highest summits of professionalism [3].

The philosophical basis of the supporting system person is the concept of free choice as a condition for development. Initial assumptions for the development of the theoretical bases of psychological and pedagogical support of professional self-identity are the personality-oriented, systemic, activity, axiological, competence building and subjective approaches.

Learner-centered approach involves recognition of the primary driving force of professional development, the personality, itself, its need for personal and professional self-determination.

From the point of view of systemic approach psychological and pedagogical support of professional self-determination is a holistic system, interconnection of all the elements.

Activity approach to the organization of psychological and pedagogical support is focused on the involvement of the subject in a variety of student-forming activities, allowing to form, develop, adjust certain qualities, competencies and behaviours that are needed in the social and employment sphere.

Axiological approach in the context of our study means designing of psychological and pedagogical support of professional self-determination in terms of its value for the person's professional development in conditions of continuous education.

Competence-based approach involves consideration of the results of psychological and pedagogical support in terms of socio-professional competences, which ensure independence, personal responsibility of the professional choice and the interaction with his profession, his understanding of the meaning and the social mission of selected professional activities, readiness for professional mobility and continuous self-education.

Subject approach is based on the position of S.L. Rubinstein which considers the subject as the center of an organization and subjectivity, which is manifested through the need and ability of a person to improve.

The main conceptual provisions of the psychological and pedagogical support of professional formation of the personality, to the socio-economic conditions for a person to realize himself in professional life; the need for full professional formation of socio-psychological support, assistance and support from the community; recognition of a person's right to an independent choice of methods of implementation his socio-professional functions; the adoption of the persons responsible for the quality of professional formation and realization of his professional and psychological capacity; harmonizing inner mental development of the individual and the external conditions of the social and professional life.

Functions of psychological and pedagogical support of professional self-determination are: informational and analytical support of individual stages of professional self-determination; designing and projection of individual stages in professional self-determination; psychologically competent assistance and support to the personality in overcoming the difficulties of professional self-determination, especially in changing, socio-professional environment; professional rehabilitation of personality in cases of prolonged interruption in professional activity; provision of social and professional self-preservation; prevention of the development of professional deformation, rendering assistance in overcoming crisis and stagnation.

Thus, the psychological and pedagogical support is a technology based on the unity of the four functions: diagnostics of the problem sense, information about the problem and ways of its solving, consultations at the stage of making a decision and developing a plan for solving the problem, primary care at the phase of implementation of the plan decisions.

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