

validity of knowledge. Without consideration of limitations and uncertainty of practice as criterion of true, the founder of critical rationalism stays apart not only from necessary, though also subjective (as it considers) criteria of coherence, pragmatism (instrumentalism), conventionalism, etc., but declares insufficient for true knowledge both empirical and practical criteria<sup>4</sup>. That is why falsificationism as the method with all its efficiency and value in a science, does not specify true, but (i.e. it appears criterion of error) only testifies to unsuitability of the theory and necessity of its change.

The tradition in which practice is exposed to the analysis as a way of substantiation of knowledge, in the western methodology of a science is supported not only by pragmatism. For empirical knowledge it contains, in particular so-called fundamentalist and not fundamentalist theories of the justification. The first validity as criterion of cognitive forms select certain indisputable bases (on manners of criterion of evidence of Descartes). In some not fundamentalist theories results of a science correlate to practice. However, its essence and gnosiological functions are underestimated: criterial function is narrowed to revealing pragmatic utility at knowledge.

Stated above bi-functional criterion of practice is fruitful in judgment of a parity of true and knowledge and denies the known points of view: «knowledge and true are synonyms», or «knowledge» and «true» are not identical categories. Any true knowledge, but not any knowledge is true», or «knowledge is such result of cognitive activity which can be estimated as true or false». The conclusion is more logical: any knowledge is true, but not any true is knowledge.

---

The article is admitted to the International Scientific Conference "Problems of national educational standards' international integration"; France, Great Britain, 2007, April 20-27; came to the editorial office on 01.02.07

---

<sup>4</sup> Popper K. The true, rationality and the growth of scientific knowledge// Popper K. Logic and the growth of scientific knowledge. M., 1983., - 339-340 p.

## LANGUAGE TRAINING OF TECHNICAL UNIVERSITY STUDENTS AS AN IMPORTANT COMPONENT IN THE INTERNATIONAL INTEGRATION PROCESS OF NATIONAL EDUCATION STANDARDS

Bolsunovskaya L.M.

*Tomsk Polytechnic University*

*Tomsk, Russia*

Signing the Bologna Agreement in 1999, Russia entered a new phase in the reformation of the education system. Due to globalization the following objective was developed: to create an integrated extent European education system. «An incorporated association in the education system is an essential part of the cooperation community, united in different regional organizations to achieve the goals in economic integration, social unity and political security» (HSE, 2005).

According to the national policy in the higher education system, it is critical for an engineer to be capable of adapting to variable living conditions, analyzing situations, evaluating and finding solutions to initial problems, possessing communication skills and developing intercultural relations (Sorokovikh, 2004). The major question is to promote modern conceptual approaches in determining the strategies and tactics of Russian education system incorporation in the extent international education system. It has become clear in recent years that education is the fundamental basis in the individuality development of the future engineer who has to enter the global marketplace successfully and competitively. Therefore, as higher education plays the most significant role in the formation development of the future modern engineer, not only is education, as a whole, essential, but also his/her high competitive professional level as well. One must not exclude that fact that native language (in our case, Russian) and foreign language (English) is a vital factor in this process. Thus, international integration of higher education is interrelated with English language teaching.

Current Russian university education standards and requirements in English language teaching do not fully meet the international requirements in engineering education. The recognition of new English language teaching

approaches and reorganization in today's technical universities is vital.

However, it would be erroneous to blindly adopt foreign experience in English language teaching and mechanically introduce it into the Russian education system. Therefore, one of the main factors in constructing an integrated extent education system is to retain and develop the traditions of Russian higher education.

The modern English language teaching concept is also determined by individual orientation in language study. «The main aim in language teaching is to develop a person's distinctive language orientation, being effective in implementing intercultural communication» (Korjakovzheva 2002: pg 3-4).

---

The article is admitted to the International Scientific Conference " Problems of national educational standards' international integration "; France, Great Britain, 2007, April 20-27;. came to the editorial office on 09.02.07

**APPLIED ASPECTS OF REALIZATION OF EDUCATIONAL STANDARD ON SPECIALITY «PSYCHOLOGY» CONSIDERING PRACTICALLY ORIENTED TECHNOLOGIES**

Gorbunova G. P., Morozova I. S.,  
Portnova A. G.

*State University of Kemerovo Russia*

The system of higher education in modern conditions becomes one of the most important institutes of personal socialization, where education and development of professional turns to be a solid process, directed on forming of cultured, educated, able to create, to compete and socially active specialists.

Higher school is the main reproductional mechanism for spiritual and cultural national potential and personal development. It is base for bringing cultural and scientific achievements to next generation, it is condition of national security and progress in society development.

But as we see on practice, today's graduates don't have enough such important skills and personal features as independent critical thinking, flexible adaptation in changeable life situations, citizen maturity.

The reform of educational system has to be directed on deletion of existed demerits and contradictions because successes and failures in educational field used to reflect on whole society.

Final goal of education is declared in contemporary State Educational Standards of Higher Professional Education. It sounds as forming of citizen, professional and personal maturity of specialist. Therefore modern society has special demands to personality, one of the most important among which is personal maturity.

The system of higher education of psychologists is being criticized for distortion in direction of so called «academic» paradigm. Traditional contents of psychological education include rather fundamental psychological preparation which combines with minimal practical part. Even when we analyse such formal marker as quantity of educational time, determined by State Educational Standards of Higher Professional Education, we see, for example, that students with educational program on speciality «Pedagogics and Psychology» (050706) have number of weeks given for practical works equal to 20 and for theoretical course the number of weeks is equal to 156 (that is almost in 8 times more). Students with speciality «Psychology» (030301) have 180 weeks assigned for theoretical course and 25 weeks assigned for practical work (that is more than in 7 times less). Therefore such disproportion between «theory» and «practice» (with vivid prevalence of theory) is basically already laid in educational standards.

Also this situation is not characterized only by lack of time assigned for practical courses. The educational practice contents are also being criticized. So, M. M. Balashov, M. I. Lukyanov emphasize its fragmental nature, its limitation by one or two fields of professional activity. We also want to mention lack of student's initiative in the matter of choice of topic and base for their practical courses.

Actuality of named problem is activating the search for new educational models which could combine in harmony academic and practical paradigms of psychological education (G. S. Abramova, I. D. Badmaev, I. V. Dubrovina, V. Y. Lyaudis, R. V. Ovcharova, A. V. Petrovskiy, V. I. Slobodchikov and others). As we suppose, the solution of this aim could be