Manicurist of II skill-category, Cosmetologist of III-IV skill-category, Hairdresser of III-V skill-category, Make-Up Designer, Podiatrist, Secretary to the Manager (Administrator of Beauty Salon)

The description of specialties which a Bachelor of Services can master:

Technologist-Esthetist, Hairdresser-Stylist, Ministration Organizer on the service shop floor.

The description of positions which a Bachelor of Service can occupy:

Manager of the service office and its branches, Vocational Training Schoolmaster (according branches), Master of Industrial Training (by specialties and professions)

1.2. Competences of a Bachelor of Service

1. *professional psychological competences:*

honesty, prudence, ability to compromise, consistency, creativity, accuracy, duty performance, ability to work in team, employability, wish to learn constantly, educability, psychological stability, communicativeness.

2. *professional polycultural competences:*

ability to take from the international space and adapt to one's own professional activity new and advanced methods of labour organization in the sphere of consumer services, readily integrate into the international community widening one's own proper professional competences.

3. *professional competences proper:*

professional knowledge, abilities and skills corresponding to the qualifying characteristics, professional rivalry, competitive ability, intelligent professional speech, educability.

The competences serve as the foundation for creating the Standard of Professional Activity, which will allow the graduate to orientate in labour market and be prepared to continue the education on the second (Magister) stage of the Higher Professional Education as well as in the sphere of supplementary and After-Higher-School Education, and the employer, in his turn, will be able to make the selection of professionally mature specialists.

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ON PROJECTING AND PRACTICAL APPLICATION OF INTELLECTUAL TEACHING SYSTEMS AT SPECIALIST TRAINING IN THE AREA OF INFORMATION SECURITY

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In recent years some directions of innovation development have appeared. The powerful innovation motivation emerged as the result of manifestation and development of new scientific achievements and technologies able to elevate educational work onto a brand new stage. Such achievements are present-day computer technologies, the use of which can be considered as a means to change the education quality.

The intellectual teaching systems use and creation experience available allows us to draw a conclusion that at present-day education development level it is necessary to use such an intellectual teaching system which could "manage" students' education in terms of solution of problem situations which they meet in their future professional activity.

The main intellectual teaching system structure component is an intellectual multimedia system where the multimedia integrates various data into one medium, and the processing and keying the multimedia data is performed with the help of artificial intelligence software.

An intellectual multimedia system consists of teaching system units, multimedia and intelligent database, interface and administrative system. The intellectual teaching system functioning peculiarities lie in the fact that its foundation is composed of three interacting against each other modules: the-object-to-study module, the-current-status-of-the-student module and the feedback module. The three mentioned modules perceive and analyse the student's actions, and namely:

- the-object-to-study module analyses the student's actions in terms of the object's work efficiency;
- the-current-status-of-the-student module evaluates the action in terms of the student's standard of knowledge;
- the feedback module considers the action to define the level of the feedback.

The considered scheme of intellectual teaching system allows not only controlling the

standard of students' knowledge and acquired skills, but simultaneously promotes their cognitive activity and guarantees the educational process individualization.

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INTEGRATION PROCESS AS CONDITION OF PROFESSIONAL COMPETENCE FORMATION

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Integrative comprehension of real processes and phenomena in the field of pedagogy covers a wide enough range of problems.

In the new millennia the foundation of the educational process for Russia and "its integration into the world's educational space should be formed by the mankind development concept as the part of the society and nature interaction process; humanity, forming a need to be life-time educated".

One of the current problems of professional education is the problem of continuous education system creation.

In the materials of the international symposium "Secondary education for Europe" (Bern, 1996) a general opinion that if we want to give the younger generation a chance to success, then it is important to define the key competences, is fixed.

The Kabardino-Balkaria multiversity, created 10 years ago and being converted into Bologna system includes also a pedagogical college. The becoming and development of the hierarchical structure of this higher education institution increases the flexibility of general cultural, professional and scientific training of specialists taking into account changing demands of economics.

Within the frame of the multiversity the continuous subjects teaching is practiced, mathematics being among them. The requirements of national educational standards of all professional education levels are taken as the foundation to make the content.

To provide the education content continuation "horizontally" on the level of higher professional education we offer using an approach, at which the content is considered to be the academic information consisting of academic elements' combination.

It takes into account home and foreign experience of Higher School development and the international education classification accepted by UNESCO, meets the need to form the national educational standard within the frame of the world's community.

Projecting the academic process while training a future Mathematics teacher. The predominant objects of the pedagogical process are: the competence formation trajectory, the academic process, the methodical teaching system.

The competence formation trajectory figures a project of an academic process developed within the integration system "Pedagogical College – University". One of the main parameters of arithmetic reasoning is operational efficiency, flexibility, criticism, the ability to review a situation and to find the ways out of crisis situations. These traits suppose the availability of the following skills in students:

- logical and algorithmic cogitation;
- modeling of processes of problems solution;
- optimal solution method evaluation;
- rational solution method selection;
- present-day information technologies application.

The result of such professionalization is the motivation growth with higher education programs study, the solidarity of general, secondary and higher education, and the integration principles realization.

The trajectory of the future teacher professional becoming is divided into three portions: academic training, general educational development and student teaching.

To essentially signified characteristics of the developed technology of a Mathematics teacher training in a pedagogical college under the conditions of regional educational concept we refer the need of practice:

- scientific – practical activity skills and the educational process correction.