

ize infrastructure of minor business, giving them state orders.

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The article is admitted to the International Scientific Conference “Fundamental and applied research. Education, economics and right”, Italy (Rimini), 8-15th September, 2007, came to the editorial office on 09.11.07.

**INTERDISCIPLINARY HUMAN ANATOMY
AND HISTOLOGY KNOWLEDGE
INTEGRATION BY MEANS OF MULTIMEDIA
TECHNOLOGIES IN HIGHER EDUCATION
INSTITUTION**

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In Russia in medical higher education institutions traditionally anatomy and histology are studied within the framework of different disciplines. It is conditioned by the having formed tradition, methods of the material study and the succession in students' teaching. For the microstructures' development up to the mark another material security, behavior and activity types are required. All this is easier to organize in conditions of the Anatomy and Histology Departments independency.

However, besides a large amount of advantages it forms a range of features in these Departments' activities integration. Their final objective is the formation of an integral idea of human morphology; that is necessary both for other disciplines development and practical physician's work. For example: For an adequate idea of hypothalamo-hypophyseal system work the integration of knowledge about brain pathways and hypothalamus topography, which the student gets at anatomy classes, and knowledge about their cellular composition, which are taught in the course of histology, is necessary; saying nothing of the fact that the data about embryogenesis taught in these courses complement each other, partially duplicating.

In the process of training the integration of fundamental morphological knowledge, in the point of the fact, is carried out in senior courses as far as clinical specialties study. Thus, either in-patient Depart-

ments' teachers or students individually have to be engaged in it. Therefore, for the adaptation of fundamental knowledge to a clinic the Departments issue special teacher editions, introduce courses, conduct lessons in hobby groups. However, these activities do not solve the problem of morphological knowledge integration. For that matter we created a morphological teacher edition “Endocrine system”. In its creation both anatomists and histologists took part. In this textbook the following is according to a single plan: the introduction, macrostructure, topography, blood and nerve supply, minute structure, functions, morphogenesis, a short excursus into clinics; endocrine glands traditionally studied in the courses of Histology, Cytology and Embryology or in the course of Human Anatomy within the framework of “Endocrine system” or organs exercising endocrine function, are considered. Also the textbook is complemented by a glossary of the used there clinical terms.

The textbook is presented in two versions. The first and more complete – the multimedia one - is supplied with original interactive schemes, drawings and microphotographs. This version is executed in the form of web-pages united by hyperlinks. The second – printed – is a more reduced one. It is connected with the fact that not all students can afford having a personal computer at home.

The given textbook when being created was considered by us as an additional one to the main training literature. It can also be used as a reference book for graduates, interns and medical advisers. Now there is a great amount of multimedia aids on human anatomy and histology which elucidate the specified disciplines in the detailed and quality manner. Our textbook together with the available, both printed and multimedia, aids and reference books enables providing interdisciplinary integration of fundamental knowledge about human endocrine system morphology.

The article is admitted to the International Scientific Conference “Modern natural scientific education”, China (Beijing), 26 November - 4 December, 2007, came to the editorial office on 09.11.07.

**SOCIAL WORK AS ONE OF HIGHER SCHOOL
SCIENCE UPCOMING TRENDS**

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Political and social and economical changes taking place in our country, the Russian Federation entry into the world's educational space have set the problem of education concept renewal. The possibilities of Higher Professional Education are being developed, its humanitarian directivity is being enhanced.

Social work is one of new, developing specialties and scientific directions at the same time. The formation of this specialty as higher education one is connected with strengthening of attention to the civil society and constitutional state formation, the exist-

tence of which is not possible without stable social policy.

As the world's experience testifies, in many countries nor programs of social development neither social policy of a state can't do without considering social workers' activity. Specialists in this area are widely used as experts when preparing legislative acts, making decisions by local authorities and social organizations.

Social work as one of higher school trends is necessary to be enhanced; it is also of the current interest to level the eventuating disadvantages (as, for example, needless academicity, lack of practical directivity), pay special attention to training and retraining of social sphere employees, the extraordinary majority of which doesn't have special education nowadays.

It is urgent to expand and perfect the social workers' training program. Besides the subjects of social work proper and also special sections of other disciplines studied by social workers it is required to form the legal, economical and political knowledge base. Particular attention should be paid to the problems of social work management and organization, as an accurately formed social control structure guarantees an adequate social policy of a country.

With the development of social work as a higher school specialty another topical question comes into being – the one of qualification. Nowadays, besides universities as basic educational institutions medical institutes, polytechnic ones, institutes of culture and others are engaged in social workers' training. That is why it is very important to observe unitary standards while teaching specialists of the given profile. The solution of these and other problems will enable to strengthen one of the most promising trends of modern higher school science.

The article is admitted to the International Scientific Conference "Development prospects of higher school science", Sochi (Dagomys), 20-23th September, 2007, came to the editorial office on 09.11.07.

**FORMATION OF FUTURE PEDAGOGUE'S
DIRECTION IN THINKING IN THE TRAINING
PROCESS AT HIGHER EDUCATIONAL
INSTITUTION**

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Due to the fact that modern school is aimed at the formation of scientific worldview, direction in thinking, outlook in the learner, it is evident that all the named components and characteristics should be natural for the teacher. Only after that it makes sense to speak about the technological and methodical aspects of the mentioned kind of work. Therefore one of

the problems of a higher educational institution is a purposeful formation in the future specialist of the direction in thinking and ideology adequate to the reality and focused on the perspective, and corresponding peculiarities of his future professional activity.

Nowadays the idea of the world as an integrated organism, all the parts of which affect each other, is more and more widely spread. Nature is meant as an integral living organism, the transformations of which are possible only within certain limits. To learn the today's complex, dissonant, fast-paced world, system-structural, global-evolutionary concepts are needed, among which an important place Synergetics (or the theory of self-organization) takes. Theoretical aspects of Synergetics were developed in the works of H. Haken (German school of laser Physics), I. Prigizhin (Belgian school of dissipative structures), L.I. Mandelstam, S.P. Kurdyumov, G.G. Malinetsky (Russian school of nonlinear dynamics). Synergetics studies complex open unbalanced systems able to self-organization. Such systems can be of different nature, that is why the ideas and principles of Synergetics find application in many spheres of human activity.

From the position of the future professional activity it is necessary to form in the students of a pedagogical educational institution a nonlinear (synergetic) direction in thinking, which we shall understand as the mentality considering the outworld and the human to be complex open dynamic systems oriented on the revelation of universal bonds and relations, functional nature of chaos, instability and chance. Because of the impossibility to settle upon the analysis of the "nonlinear direction in thinking" notion, let us note that it is given on the basis of the works of S.P. Kurdyumov, Ye.N. Knyazeva, L.A. Mikeskina, I.S. Dobronravova, V.M. Darmograi and others.

As the principle characteristics of the nonlinear direction in thinking one can mark the following:

- criticism and abstractiveness in conjunction with the ability to relate the ideal model to the real process;
- logical rigor, conclusiveness and argumentativeness coupled with the readiness to treat a fallback position;
- conation to nature, intentions and phenomena investigation;
- immensity, orientation on the revelation of depth relations and interdependence between the processes and phenomena of different nature;
- manifoldness (an approach to a problem from different sides, the readiness to an objective analysis of an opponent's point of view);
- readiness to actions in the situation of instability, crisis, when it is needed to consider and investigate an apron of probable consequences of the actions, taking into account the degree of their coherence with the inner condition of the system;