

**AN OPEN SYSTEM OF A CONTINUOUS  
EDUCATION AS A VECTOR OF  
DEVELOPMENT OF THE HIGHEST  
PROFESSIONAL EDUCATION**

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Nowadays, an active entering of corporations into the highest professional education is observed (for example, "Modern Humanitarian University", having been founded in Russia, with 180,000 students). It is enough similar examples both in Russian system of education and abroad.

In the present state of affairs, the problem of "survival" of regional institutes of the highest education is relevant, may be they are not as massive as corporate ones but they fulfill their state, social and public roles. They are exactly regional highest institutes which play city-forming, cultural and other functions, that is why they need a mechanism, which would allow them to oppose numerous challenges to their prosperity and even existence from the direction of "mega-institutes".

The basis, which would allow regional institutes to be able to compete, may serve an open pedagogical system, with the following features (S.L. Timkin [5]):

- a formation of "a consumer for the whole life";
- a support of innovation – educational work and a formation of innovation-educational collective;
- an open interaction with others educational systems of different levels;
- supplying students and teachers with temporal and spatial mobility;
- united informational-educational environment of a continuous education.

Many researchers (A.A. Andreev [1], G.V. Majer [3], V.I. Soldatkin [1], V.P. Tikhomirov [6] and others) point at organic bond between the conceptions of an open and continuous education and the distance one. An organic union of traditional and distance educational technologies is essential.

In 1999, V.V. Verzhbitskij and E.A. Manushin [2] surveyed 5650 respondents aging 18-45 from 22 different Russian subjects. 98% of respondents, who are interested in education, as a condition to it pointed out at the realization, at least one of the main characteristics of distance education: openness, flexibility, a possibility of combination of study and work, remotability, etc.

Essential characteristics of open system of education are listed in the work [4]. Let us sum up their main points:

- 1) an openness of a system supposes to take as a source a man – an origin of development but not a system in its current state;
- 2) an open education gives free access to informational recourses of the whole world;
- 3) an open education gives an opportunity to choose the education strategies;
- 4) an open education assumes personal directivity of the process of education.

An open system of education is to be built on the conception of "education through the life". It should be noted that continuity and openness of education are interrelated and essential features of an open system of the highest professional education. In this case it is better to indicate an open system of continuous education. The system should provide for both highly-skilled specialists' training and raising their professional skills after the diploma period.

Distance – teaching (DT) as a component of open system of continuous education may be realized in the following cases:

- pedagogical technology of a case distance teaching;
- pedagogical technology of a satellite distance teaching;
- pedagogical technology of a network distance teaching.

In the present conditions, for a wide spreading of DT it is essential to resolute a complex of problems which reflect world-outlook, theoretical-methodological, technological, legal, social, financial-economical and other aspects of this new form of education.

The main pedagogical principles of DT are: learner-centered character of educational process; practical – centered content of education and kinds of activity; module organization of education programmes; activity and independence of students as the main subjects of education; problem and dialogical character of interrelation in the educational process; self – organization of students' activity and reflexive character of this activity; independence, implying an inner motive of getting education; context of education; an electivity of education, giving to the students free choice of a goal, content, forms, methods, sources, level of educational results' assessment.

Let us point at the principles of distance teaching's organization:

- choice of synchronous and asynchronous system of distance teaching (in some cases their combination);
- inclusion of series of subsystems into the system of distance teaching;
- choice of educational methods by principle "I - myself", one to one, one to many, many to many;

- usage of regulation – educational forms in the distance teaching;
- detachment of distance educational course as the main comprehensive unit of distance teaching and specification of distance teaching's model in the models of distance educational courses;
- distribution of computer education's systems;
- presence of the following components of the process: structural, comprehensive, variable, technological, evaluative-resulting;
- realization of interactive educational technologies;
- distribution of teachers' functions who fulfill the distance teaching;
- the importance of consultations at the different stages of distance teaching.

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### **SOME PROBLEMS OF COMPUTER WORK STABILITY AUGMENTATION IN ACADEMIC PROCESS AND ITS SERVICE TERM PROLONGATION UNDER THE CONTROL OF WINDOWS VISTA OPERATING SYSTEM**

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The use of present-day high quality components of electronics plays a defining role in information processing reliability in PC. The application of motherboards with the new technology Ultra Durable 2 with system logic Intel 3x, including X38, P35, G35, G33, P31 and G31, allows raising the faultless performance of a PC at the expense of solid-electrolyte board capacitors possessing ultralow losses. The MOS-transistors with ultralow opened impedance are also used in these boards. It provides a reduced energy consumption at their switching over and allows performing a higher operating speed, that implies a low heat generation.

Using a quad-core processor Intel Core 2 Quad and a display card NVIDIA GeForce 8800 SLI Direct, X10-enabled, a high work quality is provided with resource-intensive multimedia applications and graphic programs.

The deployment of the new accelerator card HD 2600 X2 constructed on the basis of two processors ATI Radeon HD 2600 XT allows reaching a burst performance of video acceleration if operating at one monitor. Such a component is rated at one PCI Express x16 slot setting and is equipped with 1 Gbyte storage space video buffer GDDR3 running on effective frequency of 1600 MHz, and clock rate of the video core is performed at the frequency of 800 MHz. There is an S-video TV-output and four DVI video-output, which is possible to connect with four monitors with resolution of 2650x1600 dots.

The card supports a high resolution video and is equipped with the HDCP content defence technology, that, in its turn, allows connecting high definition displays and panels. This card also supports an HDMI digital interface when using a special DVI-HDMI jumper. It is compatible with the computers constructed on the basis of system logic sets AMD 580X CrossFire, AMD CrossFire Express 3200, Intel 975X Express and Intel P35 Express. The card is used with the operating system Microsoft Windows Vista and works with ATI Catalyst drivers and utilities guaranteeing burst performance and work stability.

Using the new display VX1940w with 19-inch wide-screen matrix, where a super-