world outlook and human behavior, which give the personality the properties of uniqueness and the ability of self-actualization in the virtual world by means of mastering and creating the organization culture knowledge society values [6].

During the distributed education project's life cycle the team's organization culture development takes course of several stages [7; 8] according to the achieved maturity level of the project management process:

- the initial level – the organization "power culture" dominates; in conditions of the team formation success depends on individual efforts and peculiarities of the person initiated the project; the unitary mental space of the distributed education project team is lacking;

- the repeated level – the transfer from the "power culture" to the "role culture"; the participants of the project acquire the competence updating experience which is reproduced in new projects; the "mutual discovery" and cognition of individual mentalities' unique features;

- the definite level – is characterized by the organization "task culture"; the process stops depending on individual merits of separate participants and cannot devolve at a lower level; the mutual enrichment and convergence of the team members' individual mental spaces begin;

- the controlled level – allows transferring to the organization "personality culture", taking the team members' interaction at the cooperation level in the unitary project's mental space as detailed quantitative indexes are established for the development process and product quality and the process of work on the project, and the project results – are understood and controlled;

- the optimizing level – a self-training and self-developing team continues intense improving of the process on the basis of the current results analysis and innovative ideas and technologies application; a transfer to the organization "personality and task culture" is reached; the total mental space of the project determines the leading orientation of individual mentalities' transformation in accord with the prior values of organization culture.

Thus, the task-oriented formation of the distributed education project team's total mental space promoting the development of an individual mental space of a personality is defined by the following factors: the informative interaction of individual and collective actors between each other and with the informative-technological artifacts created during the project's life cycle; the convergence processes and cross-enrichment of the project participants' individual mentalities; the innovative intelligent Internet-technologies applied as didactic instruments of th eproject's monitoring.

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PROJECTIVE CULTURE AS A BASIS OF A FUTURE TEACHER'S READINESS TO PROFESSIONAL ACTIVITY

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Projective culture of a person is rather a new concept. It has entered into scientific use with the developing of technologies of "social engineering". Meanwhile such property and ability in many respects are initially peculiar to a person because one of the basic characteristics of a "cultural person" is his ability to projective activity, i.e. to productive imagination, creative and free transformation of the reality based on a model of the desirable future. This ability is set by the main point of culture, which is first of all a set of projective ways and results of development and transformation of the world of nature, society and a person himself. The projective culture is a basic characteristic of personality of a teacher and it is formed at the intersection of three components: a system of polycomponental qualities of a person including base and peripheral properties; theoretical and practical readiness of a teacher to projective activity, and also a system of

specialized technologies which a person should master during education.

The theoretical analysis based on the generalization of works in the sphere of social and cultural projection has allowed us to define projective culture as an integrative social and cultural phenomenon, which objectifies a level of development of methodological culture of a teacher. It also has allowed us to offer the following structure of a projective culture: abilities-purposes-values-knowledge-methods.

As an integrated qualitative property of a professional activity, the projective culture is characterized by following features: aspiration to purposeful reorganization of the society; valuable orientability and realizability; refusal from a gnosiscentrism in a projective activity; a criterion character of selection of alternative pedagogical means, their dependence on necessity of realization of specific function, probable character of possible decisions.

Abilities are certain inclinations of a personality. Their development suggests the success of its functioning in different spheres of activity, and with reference to projection – in general, in society, in life. Values are an ethics, philosophy of a profession - its methodology and at the same time - the attitude of the subject to object. Purposes are the desirable results which the teacher anticipates understanding the essence of culture, his profession, experience of today's social and cultural situation, understanding certain problems. Knowledge and methods are instructions about the purposes and ways of activity.

The conditions of mastering the projective culture by a person are the following: motivation of a person to mastering the projective culture and the worked out complex of pedagogical actions for mastering the methodology of projection; the content of education fixed in educational programs; the organization of process of projection as systemforming activity; consideration of education as a process, directed to the expansion of opportunities of a competent choice by a person of his course of life and his self-development; modification of character, type, style of relations in such systems as "teacher - student", "student - teacher"; extension and deepening of life experience of students and of professional skills of teachers; variety of kinds of activity and ways of development of the understanding the reality by the subjects of educational process; socialization of students, increase of their creative potential, motivation of achievements, creation of situation of success, formation of a stable cognitive necessity; self-realization, self-actualization of subjects of the educational process.

The main functions of a teacher's projective culture are based on the specific character of his activity, variety of types of relations and communication, system of value understanding, opportunities of a person's creative self-realization. These functions have the following characteristics: humanistic, individual-lycreative (aimed at the person's formation, development of his subjectiveness), proactive (prevention of possible negative manifestations in educational process of poly-cultured groups); cultural and creative (determines the abilities of a future teacher to stand to reformative relation to pedagogical sphere and to his own vital actions); regulatory (suggests a certain teacher's responsibility for ensuring the succession of world, federal and regionally-municipal standards of education, for his choice of means of limits of permissible pedagogical influence); creative (inadmissible teacher's line of conduct which allows to understand, to find the right line of conduct in non-typical situations); cognitive (which represents a complete view of the world, native and regional culture as the essential principles of the culture of a teacher's activity). Taking into consideration the mentioned peculiarities we have singled out the following functions of projective culture: gnoseological, humanistic, communicative, informative, normative, teaching and educative.

The criteria of projective culture were defined by us from the systemic understanding of culture, the distinguishing of its structural and functional components, the interpretation of culture as a process and as a result of the development and creation of pedagogical values, technologies of the professional-creative self-realization of the personality of a teacher.

The experimental research spent on the basis of Stavropol State University, has allowed us to establish, that the basic criteria and indices that show that the projective culture of a teacher is formed are the following: a valuable attitude to pedagogical activity; readiness to the realization of projective activity; creative activity of a teacher; a degree of development of pedagogical thinking as the criterion of projective culture; aspiration to a professional-pedagogical perfection.

The technology of formation of the projective culture is based on the following conceptual ideas: the orientation of didactic process of the higher institutes of education toward the general and professional culture of the teacher; the realizations of strategy of the productive creative education, the joint activity of students and teachers; the formation of educational process in the logic of emphasizing, of amplification of senses of educative-professional work by means of cooperation and co-authorship, enrichment of motives to cognize, development and expansion of relations with professional community. The pedagogical technologies of formation of the projective culture of a future teacher are innovative; social; reflected-creative; dialogue techniques of human mutual relations; creation of the sphere of communication which is adequate for the personal growth; active methods of education; independent work; techniques of a personal reflexion.

The efficiency of the process of formation of the projective culture is defined by the following pedagogical conditions: organization of a complete pedagogical process and its orientation toward the

formation of the projective culture; the creation of the humanitarian sphere of education; the integration of the content of pedagogical education; providing of students with a subjective position in educational process; development of the creativeness of students; development of reflexive positions of the subjects of educational process; orientation to the formation of innovative environment, involving the students in different types of pedagogically-psychological practical work.

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ISSUES OF ADAPTIVE EDUCATIONAL SYSTEM MANAGEMENT

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In traditional knowledge-oriented approach educational system management begins with setting aims which are important for society and with control of their achievement. Educational aim having been stated as a socialization of younger generation concerning educational process becomes a part of external aims category. In turn it needs organization of external educational management. Such external management begins with structuring the contents of education. That means creation of external content standards. Otherwise, the structure of the content, or content standards, in this case become specific external social aim of education. Insomuch as aims of education are always external in respect to educational process, educational system management comes to content standards manipulation, or to strict regulation of educational process at any level. Such conditions don't allow taking peculiarities and interests of all the participants in educational process – the teacher and the students – into consideration. Therefore, achievement of the aim is of scholastic nature and educational system management is ineffective. Nowadays, educational aim – socialization – is achieved by means of humanization of education. In its turn humanization is often interpreted as child's adaptation to social environment due to the process of education. In pedagogics as a whole and in education in particular adaptation is interpreted much like in biology, sociology, psychology as external environment adaptation. In general adaptation is a process of adjusting the organism and its functioning to the changed living conditions. The necessary conditions of adaptation are inner resources of the person, in this case biological, his social environment, and their interaction. There are two possibilities of this interaction. First, changes in social environment lead to inner changes. Second, inner changes need some changes in social environment. Implementation of the first variant becomes possible due to *person's adaptability* which is inborn and acquired ability of the person to adapt oneself to diversity of life in any conditions. In terms of pedagogics *adaptation of the student* to social environment is interpreted as socialization, or aim of education, and, as it was already mentioned, is one of the external characteristics of educational process. The results of education, however, are the internal characteristics of the person being taught. So the gap appears, that makes the development of adaptability in educational process impossible. One of the attempts to get rid of such a gap is creation of new concept adaptive educational environment. Under the concept *adaptive educational environment* [1] social and pedagogical system adapting to the conditions of the changing external environment which, on the one hand, aims at the best adaptation to the individual peculiarities of the students, on the other hand, tries to be flexible when meeting the society requirements, is meant.

Adaptive educational environment takes the position in-between the external aims and the internal features of the student, for example, the results of teaching, and has the ability to adapt both sides of educational process. It ensures their interaction due to creation of the system of pedagogical process in the context of some pedagogical theory. The interaction in the context of some pedagogical theory is, in its turn, fulfilled in the course of appropriate educational process, which *is aimed at* achievement of educational purposes by the students and is fulfilled due to its *structure*. Therefore, creation of adaptive educational environment is to guarantee achievement of the educational process aims. That allows us to speak about efficiency of education - a measure of coincidence of the results achieved in reality with educational aims. However, it should be pointed out that it is not always possible to compare the results and the aims because they are on either side of adaptive educational environment – of educational process. Such definition of efficiency of education again causes the problem connected with the elimination of the mentioned gap. Yury Babancky judges the efficiency of the educational process [2] chiefly according to the educational success of the students and also according to their breeding and maturity that is according to their internal characteristics. To his mind, efficiency can be attained only by optimal means those which are more