

One of the effective training methods, especially in jurisprudence branches teaching, is the method of problem solving (problem training), as long as the apprehension of a large scale normative legal material is required just for the solution of one or another practical case. Instead of “translating” facts and their interrelation for students one may offer them to analyse the situation (problem) and make a legal analysis and search for its solution.

In a traditional lecture such means as the explanation, illustration, description, giving examples, and in a problem one – the all-around analysis of events, scientific search for truth are mainly used. The problem lecture rests on the logic of consistently simulated problem situations by means of putting problem questions and setting problem tasks. The problem situation – is a complex contradictory atmosphere created at the lectures by putting problem issues (introductory), requiring active cognitive activity from learners, for its correct estimation and solution. The problem issue contains a dialectical contradiction and requires not a reproduction of the knowledge got, but a speculation, comparison, search, acquirement of new knowledge or application of the earlier got one. The problem task unlike the problem issue contains some additional introductory information and, if necessary, some orienting search points for its solution. The notions “problem issue” and “problem task” are divided only nominally as problem issues can grow into tasks and tasks – be divided into issues and sub-issues.

The complexity level and problems’ character depend on the learners’ preparedness, the studied subject and other circumstances.

The problem tasks solution and answers to problem issues are performed by the teacher (sometimes falling back to listeners’ help, organizing dialogues). The teacher should not only adjust differences, but also show the logic and methods, demonstrate techniques for brainwork coming from the dialectical method of complex events cognition. It requires considerable time, that is why a preliminary work on the training material selection and lecture “scenario” preparation are required from the teacher.

The skill to solve problems is the most important key competence necessary for a human in any sphere of his activity and everyday life. If learners possess the skills to solve problems, their worth for the organizations, where they will work, will increase manifold; besides, they will acquire the competence, which will be useful for them as long as their life endures.

In the course of the problem’s evaluation learners: deepen their knowledge on specific issues, develop their abilities to solve problems using principles and procedures (theory); develop social and communicative skills. Thus, at the lecture of problem character students are in a constant process of “co-thinking” with the lecturer, and finally become the co-

authors in problem tasks solution. All this does much good, because, first, the knowledge acquired in such a way becomes the property of students, i.e. to some extent knowledge-opinions; second, acquired actively, they are remembered more deeply and easily become actual (training effect), are more flexible and possess the property of transferring into other situations (the effect of creative thinking development); third, the problem tasks solution appears as a peculiar simulator in the development of intellect (the developing effect); fourth, a such-like lecture promotes interest to the content and enhances professional training (the effect of psychological preparation for the future activity).

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#### **ENGINEER’S SELF-EDUCATION IN TERMS OF NATIONAL EDUCATIONAL STANDARDS**

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One of the problems to be solved within the framework of the Bologna Process is the attraction of a great amount of learners and highly qualified technicians into Europe from other countries of the world. At that, an important stage in the quality assurance cooperation development has become the year 1998. The recommendation of the Council about the higher education quality assurance European collaboration was accepted in September. Having signed the Bologna Agreement Russia passed to the training of specialists, who would correspond to the European Community quality criteria. The given change-over can hardly be considered an ultimate one, a serious work on the introduction of teaching methods and education quality control over the period of a series of years lies ahead. Great discussions on these and other problems associated with the higher educational institutions students’ training are being conducted for years. At that, the most important Quality Assurance Systems’ features stand out: the autonomy of the structures responsible for the quality assurance in member countries in the context of procedures and methods choice; their adequacy to the profile and purposes of concrete institutes; the dedicated use of internal and external procedures of valuation. At the given historical stage everything concerning the students’ training has become clear enough. The problem of training of highly qualified specialists, of engineering specialties, first of all, from the number of people graduated from higher educational institutions 10-15 years ago, appears to be rather more complicated. Within the framework of mobility and cooperation programs in the sphere of education and professional

training the integration of the programs SOCRATES, LEONARDO DA VINCI, TEMPUS III has been offered. The new integrated program includes: a comprehensive program of mobility and cooperation in education for the EC member-states, the European Economic Area member-countries / European Free Trade Association (EEA / EFTA) and candidate countries as long as life endures, including both higher education and professional training of other levels; the new program TEMPUS PLUS for the cooperation between the countries bordering the EC and participating in the program TEMPUS devoted to education and professional development; the program ERASMUS MUNDUS. The comprehensive program for lifelong learning has been essentially enhanced in the part of decentralized actions and is aimed at the support of individual mobility of people and partnership between organizations. Its tasks include: the participation of not less than 10% of school children and teachers in the program COMENIUS for the period of 2007-2013; the participation of not less than 3 million students in the program ERASMUS by 2010; not less than 150 thousand listeners to qualification programs per year up to 2013; not less than 50 thousand adults taught and teaching abroad per year up to 2013. As one can see – the figures are impressive. Which will be Russia's part in these figures? Two cornerstones of education – language knowledge and financial problems, as always, will be in the path of “individual mobility of people and partnership between organizations”.

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#### **PROBLEM-BASED METHODOLOGY- LEARNING OF PHARMACEUTICAL EDUCATION**

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An important role in the international integration of national educational standards in Russia is played by the international projects coordinating the efforts of various nations in solution of global problems of health care, the concepts determining the strategy and tactics of the nations' health care systems perfection. The “Rational pharmaceutical management” and the concept of “Rational use of medicaments” should be referred to such projects. Their realization in Russia has changed the native health care national policy essentially, presented new requirements to the professionalism of all levels specialists working in the area of medicine and pharmacy. It

couldn't help affecting the medical and pharmaceutical education in Russia.

A certain influence on the integration of medical and pharmaceutical education has had the activity of the European regional Bureau of the World Health Organization. On its initiative the international seminar “Implementation of Rational Medication into Academic Programs of Medical Higher Educational Institutions of the CIS” (Russia, Moscow, May 21-23, 1997) was held and the internship of the Russian medical and pharmaceutical HEI faculties in the international courses “Teaching Rational Medicinal Treatment for Medical HEI students (Netherlands, Groningen, August 21-29, 1997). A major landmark in the international integration of national educational standards has become the “International Conference on the pharmaceutical education strategy in Europe” organized within the framework of the program of cooperation between the Ministry of Health Care and Social Development of the Russian Federation and European Regional Bureau of the World Health Organization (Russia, Moscow, October 11-12, 2005).

The rational use of medications – is the carrying out of medicinal treatment adequate to the clinical state of the patient in the dosage corresponding to his individual features for a proper time period and to the keenest price. The analysis of the “Rational use of medicaments” concept testifies that there is much in common in the integration of medical and pharmaceutical education. In accord with current trends of medical and pharmaceutical help development from the position of evidence based medicine both the doctor and the pharmacist focus their professionalism on the patient, they solving the patient's problems by means of medicaments. It is the patient's problems that are the motivation of the professional communication of the doctor and the pharmacist, the competence of who will be determined by the knowledge and skills level acquired while studying at a basic and pharmacology HEI.

Present-day achievements of science and practice testify to the impetuous expansion rate of the extent of knowledge on pharmacological disciplines, rapid development of the pharmaceutical market and ever-increasing part of principally new medicaments. There is hardly a dare-devil, who will dare to maintain that the decades existing educational system meets modern trends of medicine and pharmacy development. The education basing on facts cognition is becoming unreasonable. The medical and pharmaceutical education reforming expediency emerges objectively.

The main principles of medical and pharmaceutical education reforming become the international community statements, one of which is that “the pharmacist occupied in a retail drugstore – is not a seller, but, first of all, a bearer of specialized knowledge, advisor of the doctor and patient” (WHO, GPP rules). Thus, the knowledge and skills level on phar-