

ture in the process of their chosen speciality acquirement. The *diagnostics subject* – is the state of students' preparedness for social-ecological education of learning youth. The *diagnostics subject matter* is various aspects of both students' social-ecological education proper, and the future pedagogical specialties students' preparation for the education in the area of social-ecological relations under the conditions of educational institutions. Thereby, the subject matter of the diagnostics developed by us involves two principle blocks differing from each other by a specific filling.

The first block – the main one – includes the content of the social-ecological science and school children education in the area of the environment. It is focused on the definition of social-ecological knowledge and skills, creative and emotionally axiological attitude of students themselves, as it expands the basic culture of a personality in mutual relations with natural habitat, obtained at secondary school; strengthens the formative position in social-ecological interrelations; forms the persuasion of the necessity of further society-nature relations' harmonization. The competence in the social ecology problems will let students form the correspondent knowledge in conditions of comprehensive educational institutions. It will also be promoted by the second component of the main block – the pedagogical one – revealing the foundations of the social-ecological education of school children: its purpose, informative and processual elements. In connection with it, the definition of student's level of the essence and subject matter assimilation of these elements appears to be necessary.

The other block of the diagnostics considered by us is an additional one and is represented by knowledge and skills in the area of general and developmental psychology, geography, history and other particular methodics, problems of ecological pedagogy and psychology. The social knowledge, uncovering the functions of the society towards nature, the legal aspect among them, and also the regional knowledge and skills reflecting the peculiarities of the local population and the nature around it, is included into this block as well.

Summing up, let us emphasize that the diagnostics in the area of social-ecological education is a complex, many-component-in-matter process of defining of many-sided readiness of learning youth to the interaction with the environment, education of other population strata in this area, self-education. Various characteristics of learners at cognitive, activity and personality levels are identified in the social-ecological diagnostics; the attitude of the society to the problems of the society and nature interaction in global, regional and local scale is determined; the pedagogical process peculiarities, aimed at the formation of social-ecological readiness, are found out; the necessary conditions, affecting the specified parameters, are established. For example, defining the preparedness of students for social-ecological education of

school children the state of their theoretical preparedness, the attitude to natural habitat and its optimization conditions, the relations with different competent social structures, the personal involvement of every student into practical workmanship in nature should be found out.

The diagnostics includes not only the content, but the corresponding methods as well. By the **methods of social-ecological diagnostics** we mean the ways of finding out its content's principle elements, the defining of the essence and peculiarities of every element according to the predetermined criteria, factors and levels. The composition of social-ecological diagnostics methods is represented by the methods of social, psychological, pedagogical and ecological diagnostics. At that, the sought methods selection from these groups was performed by the way of revelation of the overall representation of any of the methods in every aggregate.

The specified diagnostics, particular methods of every of them have allowed defining the aggregate of the students' social-ecological education diagnostics methods. They are represented by four main groups: monitoring, inquiry, mathematical methods, modeling. The monitoring includes the observation, valuation, content analysis, forecasting; the inquiry – the questionnaire, conversation, interview, testing; mathematical methods – statistical ones, the aggregate definition; the modeling – the analogue and logical ones, mental experiment.

Our further research are connected with finding out specific peculiarities of every of the methods, the conditions of their application in the pedagogical process of higher and general educational institutions.

The work was submitted to international scientific conference «Present-day problems of science and education», Russia, (Moscow), May, 13-15, 2008, came to the editorial office 10.01.2008.

#### INNOVATIVE TECHNOLOGY DEVELOPMENT IN THE SPHERE OF SOCIAL MANAGEMENT

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At present time in Russia some directions of social work with the population are generated.

Apart from traditional for the country technologies of social protection, state guarantees and classical forms of training, innovative technologies of social management aimed at development of creative skills and self-keeping behaviour of Russians are formed.

Author's development in this direction are presented in the given message. They concern substantia-

tions of social mission of the ecological tourism which is carried out in a mode of continuity of generations and social-and-pedagogical technologies of a healthy way of life forming among students. We believe, that in a modern quickly varying society, the social role of tourism as of a tool for people communiti consolidation is unique, highly effective and demanded. It is possible to classify many forms of tourism as socially significant (cognitive, scientific, ecological, ethnographic, pilgrim, historical, excursion, scientific expeditions, sport-and-health, improving, sports, family). All of them are not only profitable, but also socially significant. They bring an essential contribution to improvement of stability in a society, consolidation of family, formation of a world-view and the outlook of rising generation, provide continuity of generations in the way of their life and scripts of group behaviour. They are characterized not only by the high heat of interpersonal dialogue, develop everyday communication between generations. Besides it is a high-speed channel of the information about appropriate and the most effective ways of social adaptation and strategy of tolerant behaviour transfer to posterity, it allows to form simultaneously and synchronously useful life experience for two, three and more generations of people. An example of rising interest of scientists to social forms of tourism is scientific tourism which now actively revives in Russia after a period of lull. Scientific schools formation by a method of scientific tourism is rather effective. It includes active psychotechnics in the form of carrying out of seminars, debates and brain storms in the informal conditions strengthened by landscape, climate and esthetic effects. This direction of tourism successfully continues the best traditions of The Institute of Plant and Animal Ecology UrD RAS, that have been founded by the famous geneticist N.V.Timofeev-Resovsky, and are known among the scientific world as annual seminars in Miassovo.

We offered a creative way of development in this direction: a form of family cognitive tourism in "grandparents and grandsons" format. The given kind of social tourism is actual for modern Russia. It is connected not only with free time availability among the grandparents, its absence among parents and youngsters' desire for interactive dialogue. It is supported by new economic realities: development of a financial system in the country, improvement in pension funds and social protection services. Today there are all conditions for social society consolidative mission of tourism development. We analysed the tendencies of self-keeping behaviour among students of innovative Urals high schools, the ability of experienced teachers to work with modern interactive health saving technologies, and established a mismatch between expected results and the real situation in the given sphere.

The found out disbalance in a "teacher-pupil" system was the stimulus for us to develop new social-and-pedagogical technologies.

It is established, that self-keeping behaviour among the students of innovative Urals high schools is not homogeneous in its manifestation. Three variants of self-keeping behaviour of students may be described: students that admit the popularity of healthy way of life (HWL) in society and among their contemporaries, those who do not admit this popularity, and those not yet defined with their attitude to HWL. The proportion of representatives of the above specified types of behaviour among the polled students has made 1:1:2. It is found out, that the declared and the real way of life of a significant part of respondents differ essentially. It is revealed, that among the persons declaring popularity of HWL, only 1/2 of respondents practise HWL in everyday life.

Among the persons denying popularity of HWL, the number of persons, having healthy way of life in practice is 1/3. The minimal number of the persons practising HWL, (1/4 from the number of respondents in the group), is observed among those not defined in their attitude to HWL, maiking "social drift" and have not generated the script of life.

Specificity of self-keeping behaviour of students with different types of attitude existential and rational is formalized. It is fixed, that at the first group the values of interpersonal dialogue (love, friendship) prevale in their world-view, at the second group material equivalent (money, career, social prestige) predominate. The first prefer to use moderate physical activities (walks, sauna, sports) as antistress actions; the second use chemical means (alcohol, smoking, etc.) The found out features of self-keeping behaviour, to our opinion, must be considered when developing technologies of HWL formation among youth.

It is established also, that the majority of experienced teachers of HIGH SCHOOLS and schools undergo serious psychological difficulties when working with interactive health-keeping technologies. They prefer those variants of self-keeping behaviour formation among youth which are presented by medical information about negative influence of bad habits and appeals to refrain from the last. The given type of HWL formation, as it is known, is many times less effective, than its antagonists - tempting advertising of consumer behaviour and the latent advertising of bad habits (beer, alcohol, etc.). In the described situation search of new methods of HWL formation which would be simultaneously effective for youth and comfortable for teachers is necessary.

In view of the described facts a compromise social-and-pedagogical innovative technology is developed. It is offered to replace "frightening-and-indifferent" style of communication in a "teacher-pupil" system by "optimistic-and-constructive" one. The given technology is introduced into educational process in USTU-UPI for students-sociologists.

More detailed results of innovative social-and-pedagogical technologies creation are presented in author's publications, published at [www.talalaeva.uran.ru](http://www.talalaeva.uran.ru) (a server of Institute of Mathematics and Mechanics UrD RAS).

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The work was submitted to international scientific conference "Innovation technologies", USA (New York), December, 19-27, 2007, came to the editorial office 15.11.2007.