

extent are admitted to the final control test. The control test is of generalizing character and must show how well the student has digested the facts on the program of the whole semester. The control test assignments comprise the whole material studied during the semester. On the complexity the assignments are focused on the level of requirements formed in the National Educational Standards on the given discipline.

The technology of Internet-Testing of students is a quite promising direction of the education quality system development and is logically fit in the realized organization scheme of the academic activity. The Internet-examination results on many academic disciplines are used as the final control test, and also are taken into consideration as extra points when summarizing the students' work.

Our University is one of the few Russian higher educational institutions having taken part in all seven sessions of the Internet-examination, both number of the students taking part in the Internet-examination and that of the subjects for testing being growing from time to time. During the FEPE-6 more than 7000 students of the University passed the Internet-examination on 18 academic disciplines.

With due consideration of our regular participation in the Internet-examination procedures the results showed by our students in the Internet-examination were recognized as official ones at the integrated checkout of the University in February, 2008.

The modular-rating system allows getting information about the rating of any student in all the disciplines both for the semester and the whole time of study. The general rating can be considered as a quantitative criterion, which can influence the scholarship award, the opportunity to continue the education at the magistracy and postgraduate school.

The information system created at the University makes the continuous monitoring of the students' current performance possible. The leadership of the University and its Departments can get the information about every student's work results in all the academic disciplines at any moment, that allows taking correct managerial decisions. The organization of the academic process on the modular-rating technology has allowed:

a) the students - to organize a regular smooth work on the material assimilation; to evaluate the state of their work on the study of a concrete academic discipline every day of the semester; to adjust the current individual work during the semester; to know objective indexes of their knowledge in individual modules of a discipline and forecast the final appraisal in the discipline;

b) the teachers – to plan the academic activity in the discipline rationally; to know the course of the material assimilation by the students and training teams; to adjust the academic process organization on the current control results timely; to define the final

appraisal accurately and objectively with due account for the current performance and the examination;

c) the Deaneries and Departments – to search for possibilities to perfect methods and means of training and control; to analyze the teachers' work; to improve the control over the academic process course; to evaluate the work of every student and training team on the current control results and adjust the academic process organization swiftly, and also to work out disciplinary measures;

d) the University administration – to get operative information about the current and final performance of the students and take correct managerial decisions.

The transfer of the University to the new educational technology has allowed achieving the following fundamental results:

1) normative documents on the modular-rating system introduction have been developed;

2) general methods of modular training technology building at the large-scale system implementation have been worked out;

3) the program module of research and information system management has been elaborated, a new information medium has been created to provide the academic process and control its results on the basis of information-communication technologies;

4) The system of students' computer testing has been implemented;

5) The approaches to the students' academic activity evaluation have been defined.

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OVEROBJECTIVE INVESTIGATION: FORGOTTEN FORM OR REGENERATING PROJECTS?

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“The situation is in the ability to hear; and the more unexpected and newer the said is, the more attention should be paid to it.”

Jose Ortega-and-Gasset

The “investigation” idea itself in its substantial explanation can be considered within the amplitude, where the polar tension is the ideas of an investigation as an active (creative) observation over life and, accordingly, as a specialized kind of scientific work.

From the specified wide range of social associations of the “investigation” notion we are interested in the metaphoric vertical, which can be represented in the form of an overobjective research, i.e. the vertical of cooperation in its traditional, having excellently recommended itself interaction – “teacher and student”. As the foundation of the consideration of such

interaction let us take the statement that in this context the question is about creative personalities performing overobjective investigations of various kinds.

Giving a philosophical horizon to the idea of “creative personality”, let us rely in our assertions on the inference of M. Heidegger that entering of a personality into the world of life senses and progressive activity will reach its performance only on the ways of self-understanding, self-awareness, self-esteem, empathy and inclusion of joint creative work resulting in the creation of authentic and harmonic relations within the system “Human – World”; “Human – Another Human”; “Human – Human-Himself” [1, p. 445].

As it is seen, the notion “creative personality” enriched with a comprehensive existential inference of the great German philosopher (into which the pedagogical views of Heidegger are interweaven so naturally) sets a necessary dynamics of consideration of our work’s key terms brought into the title.

After a necessary potential introduction let us dwell on the desired notion “overobjective investigation” more detailed. First of all, proceeding from the abovementioned interaction within this project, let us point at those social-pedagogical connotations that discover the content of this project. They can be: informal relationships (for example, the teacher’s and students’ friendship and effective cooperation stories well described in historical, scientific and didactic literature); out-of-school education in whole as an educational project of social organizations and private persons as it was common in Russia. The first experts of this form of activity were, as it is known, Tolstoy L.N., Ushinsky K.D., Ventsel K.N., Kapterev P.F., Lesgaft P.F., Bekhterev V.M., Pirogov N.I., Kareyev N.I., Yanovsky K.P. and others.

Having concentrated our attention in favour of the second statement, let us concretize it in a modern aspect. The idea of “out-of-school education” itself, having become the leading one in the system of Vakhtorov at the very end of XIX century, has evolved today up to the idea of “extended education” within the children’s and adults’ (acmeological) one.

It is quite natural to suppose that an overobjective research has a whole range of special features in this very field of social relationships within the system “teacher-student”, and we would like to dwell on them.

But first (with some excusable delay), let us define the notion itself. Let’s start with the fact that the review of special literature didn’t give us any clear definition. Moreover, among the variety of basic definitions of the notion “research” there was no disclosure of the given idea.

Proceeding from the available information base, let us dwell on the definition found out by us in the article of Lukonina Ye.P. “Investigative activity of secondary and high school learners applicable to arts and humanities”. Going into artistic-aesthetic aspects of the notions of objective and intersubject research in

her work, the author gives a short, but capacious definition of the notion interesting for us here. Because of the specific importance and non-competitive conditions for the citations, we shall give it in full: “The *overobjective research* (marked by L.Ye.P.) supposes the teacher’s and the student’s joint activity directed at the investigation of concrete personally meaningful problems for the learner. The results of such an investigation performance are outside the framework of the academic program. The overobjective investigation appears to be the means of integration of formal education, extended education, self-education, social activity of learners and occupational self-determination” [2, p. 467].

As it is seen, the definition is functional and informative at the same time. Considering it from the theoretic-methodological strategy positions, let us confer the status of innovative activity growing far out of the educational work standards upon it. It is the status of the innovation consolidated with an old classical tradition of the “teacher – student” relationship, enriched by the modern search for innovative approaches within the system of education understood now as continuous one, that allows us to emphasize the most important features and purposes in the overobjective research:

- an opportunity to participate in projecting own life plans, scenarios and strategies (on the part of the student);
- organization of legitimist conditions for presentation of scientific and creative activity of the student;
- mutual orientation in social, economical and informational conditions of the first two statements’ development.

It seems that a project pretending to the “mighty program” definition can come true at the harmonic, regardful and really interested approach to the realization of these statements. The tutorage of M. Buber, P. Burdieu, M. Heidegger, E. Giddens, B. Malinovsky and a whole range of other social scientists and philosophers having brought-up a galaxy of talented followers, and whose pedagogical (subject) lectures allowing the following generations already to get involved into their “overobjective field” had become the sample of concrete and intersubject research long ago, can serve samples of such mighty projects. The main, in our opinion, thing ought to be remarked here – the team-work on the investigation of personally meaningful problems for the learner is not the solution of his (and instead of him) various subjectivations, but, first of all, the fosterage of evident and consistent interest in some or other area of knowledge. It is the figure of the Tutor (who finds himself in such a reality situation is happy), who allows the student to see the integral picture of his own ideas breaking away: from the intention and theoretical methods of perception to recommendations and proposals on practical applications of his ideas.

In the conclusion of our work disclaiming for precise formulations and verified utterances and demonstrating most definitely states of mind, and that is why, as we think, being familiarly reflexive it is worth saying that the following three fundamental principles, which are difficult to argue with, can serve the final of such Tutor's overobjective activity (forgot or regenerating?):

- the principle of investigative activity subject formation, in other words – the formation of an investigative position;

- the principle of comparison (with other subjects and investigative positions), i.e. the development of the ability to grow out of the private view, understanding the sense and significance of the joint research work;

- the principle of defence (of one's investigative position), i.e. the development of the ability to take one's strong stand, to formulate the findings worthily, to tune on victories and defeats, knowing how much they mean in the research biography of both Tutor-innovator and his grateful followers.

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TAKING EXAMINATIONS ON PALAEOLOGY AND SEDIMENTOLOGY ON THE «SEA BOTTOM» IN THE CORRIDORS OF PERM UNIVERSITY BUILDING

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The new building of Perm University was built a few years ago. The marble plates of the walls and the marble steps of the stairs can tell us a lot of interesting things. What we can see in these plates is not only a chaotic pattern of marble. We can clearly see the skeleton remains of sea invertebrate animals.

In the distant geological past (about 350 – 300 mln years ago), namely in the Carboniferous period of Paleozoic era the sea with this fauna covered a greater part of the Eastern European Platform from Smolensk and Moscow to the Eastern Urals. Numerous samples of the Paleozoic fauna with similar regular structure and of similar geologic age extracted from boreholes and natural outcrops is a convincing proof of the carboniferous sea extensive spreading.

The ancient carboniferous sea used to splash on the big territory of Perm Region. This carboniferous sea occupied a much larger territory which may be proved by the investigations of one of the authors (V.P. Ozhgibesov) and Professor of Eastern Washington University Dr. Ernest H. Gilmour. We arrived at the conclusion that the thickets of the sea lilies on the bottom of carboniferous sea in North America is similar to those of the Urals.

While taking exams on Palaeontology and Sedimentology the 2-nd year students of Geological faculty are given tasks to determine the systematic belonging of the fossils and their paleogeography. They do it studying the fragments of colonial and individual corals (Coelenterata, Tetracoralla) and the fragments of bryozoans (Bryozoa, Fenestellida) with magnifying glass at the marble plates on the floor and walls of the geological faculty building.

In the thickets of Crinoidea one may see corals, brachiopods, bryozoans. We can often find the samples of Crinoidea, Bryozoa and other remains in the Permian Sylva reefs and in the carboniferous limestones near Gubakha. Students can investigate these paleontological remains in the natural outcrops in the Perm Region too.

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